8th Grade FUESD Independent Study Plan Week of April 20th

Week 5 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
ELA/ SS • Read 30 minutes independently (Reading Log Week 5) • 1 Lexia/or Reading Plus Lesson • Daily Journal Entry • Read *George Washington Crosses the Delaware* • Complete Monday's Questions ELD Connection • ELD Monday Math • 1 Dreambox or ST Lesson Khan Academy - **Geometric Transformations** Transformations intro • Watch: Rigid transformations intro • Watch: Dilations intro • Watch: Identifying transformations • Practice: Identify transformations PE • PE Week 5 Extension Activities: • My 2020 COVID-19 Time Capsule • How're you feeling? • SEL Lesson • FUESD's SEL Resources	ELA/ SS • Read 30 minutes independently (Reading Log Week 5) • 1 Lexia/or Reading Plus Lesson • Read *George Washington Crosses the Delaware* • Write a Summary ELD Connection • ELD Tuesday Math • 1 Dreambox or ST Lesson • Solving Linear Equations: Variables on both sides - Odd Only Khan Academy - **Geometric Transformations** Translations • Watch: Translating points • Complete: Translations intro • Practice: Translate points PE • PE Week 5	ELA • Read 30 minutes independently (Reading Log Week 5) • 1 Lexia/or Reading Plus Lesson • Daily Journal Entry • Work on the Extension Activities. They can be found after the P.E section below. ELD Connection • ELD Wednesday Math • 1 Dreambox or ST Lesson • Solving Linear Equations: Variables on both sides - Even Only Khan Academy - **Geometric Transformations** Translations • Watch: Translating shapes • Complete: Translating shapes • Practice: Translate shapes PE • PE Week 5	ELA/Science • Read 30 minutes independently (Reading Log Week 5) • 1 Lexia/or Reading Plus Lesson • Read DE: Solar Eclipse Data • Complete Thursday's Questions ELD Connection • ELD Thursday Math • 1 Dreambox or ST Lesson • Solve the Equations Decimals Fractions - Odd Khan Academy - **Geometric Transformations** Translations • Watch: Determining translations • Complete: Determining translations • Practice:Determine translations PE • PE Week 5	ELA/Science • Read 30 minutes independently (Reading Log Week 5) • 1 Lexia/or Reading Plus Lesson • Daily Journal Entry • Read DE: The Sun in Our Solar System • Complete Friday's Questions ELD Connection • ELD Friday Math • 1 Dreambox or ST Lesson • Solve the Equations Decimals Fractions - Even Khan Academy - **Geometric Transformations** Translations • Complete: Translations review • Complete: Quiz 1 PE • PE Week 5

8 Grado - Plan de Estudio Independiente de FUESD– 20 de abril

Semana 5 - lunes	martes	miercoles	jueves	viernes
ELA/ SS • Leer 30 minutos independiente (Escribir acerca de la lectura semana 5) • 1 Lección del programa Lexia/o Reading Plus en la computadora • Escribir en su diario de entrada de todos los días • Leer *George Washington Crosses the Delaware* • Completar las preguntas del lunes Coneccion de ELD • ELD lunes Matematicas • 1 leccion del programa Dreambox o ST Math Khan Academy - **Geometric Transformations** Transformations intro • Mirar: Rigid transformations intro • Mirar: Dilations intro • Mirar: Identifying transformations • Practica: Identify transformations PE • PE semana 5 Actividades de extensión: • My 2020 COVID-19 Time Capsule • Como te sientes? • SEL Lesson • FUESD's SEL Resources	ELA/ SS • Leer 30 minutos independiente (Escribir acerca de la lectura semana 5) • 1 Lección del programa Lexia/o Reading Plus en la computadora • Leer *George Washington Crosses the Delaware* • Escribe un resumen Coneccion de ELD • ELD mares Matematicas • 1 leccion del programa Dreambox o ST Math • Solving Linear Equations: Variables on both sides - Solamente impar Khan Academy - **Geometric Transformations** Translations • Mirar: Translating points • Completa: Translations intro • Practica: Translate points PE • PE semana 5	ELA • Leer 30 minutos independiente (Escribir acerca de la lectura semana 5) • 1 Lección del programa Lexia/o Reading Plus en la computadora • Escribir en su diario de entrada de todos los días • Trabajar en las actividades de extensión. Las puedes encontrar después de la sección de P.E debajo Coneccion de ELD • ELD miercoles Matematicas • 1 leccion del programa Dreambox o ST Math • Solving Linear Equations: Variables on both sides - Solamente par Khan Academy - **Geometric Transformations** Translations • Mirar: Translating shapes • Completa: Translating shapes • Practica: Translate shapes PE • PE semana 5	ELA/ciencia • Leer 30 minutos independiente (Escribir acerca de la lectura semana 5) • 1 Lección del programa Lexia/o Reading Plus en la computadora • Leer DE: Solar Eclipse Data • Complete Thursday's Questions Coneccion de ELD • ELD jueves Matematicas • 1 leccion del programa Dreambox o ST Math • Solve the Equations Decimals Fractions - Impar Khan Academy - **Geometric Transformations** Translations • Mirar: Determining translations • Completa: Determining translations • Practica:Determine translations PE • PE semana 5	ELA/ciencia • Leer 30 minutos independiente (Escribir acerca de la lectura semana 5) • 1 Lección del programa Lexia/o Reading Plus en la computadora • Escribir en su diario de entrada de todos los días • Leer DE: The Sun in Our Solar System • Complete Friday's Questions Coneccion de ELD • ELD viernes Matematicas • 1 leccion del programa Dreambox o ST Math • Solve the Equations Decimals Fractions - Par Khan Academy - **Geometric Transformations** Translations • Completa: Translations review • Completa: Quiz 1 PE • PE semana 5

8th Grade Reading Log Week 5

Monday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Parent Signature:_____Date: _____

At the End of the Rainbow

Writing Prompts Ideas

- I followed the rainbow until….
- When we got to the waterhole there was….
- A rainbow beamed brightly from the bottom of the waterfall…

Five Ws and One H

Who...

- Who is the character?

Where…

- Where is the character?

When…

- When did the event take place?

Why...

- Why is the character there?
- Why did this happen?
- Did something cause this to happen?

What...

- What is happening?
- Can you provide more detailed information?

How...

- How did the character get there?
- How did the character get out of their situation?

- How did this happen?
- Can you provide more information to prove this?

Monday: Write the beginning of the story using one of the given "**Writing Prompt Ideas**."

Wednesday: Write the middle of the story.

Friday: Write the end of the story.

George Washington Crosses the Delaware Summary

Write a paragraph that explains the central idea of the article. Use at least details from the article to support your response. Type your response in the box. The box will expand as you type.

Comprehension Questions

Answer the questions below. The boxes will expand as you type.

1. What was the key turning point for American morale?

2. Why has Leutze's painting become iconic?

3. What are some differences between Leutze's painting and George Washinton crossing the Delaware in real life?

4. Find and investigate 4 new words that you saw in the article. Write the word, definition, synonym or antonym, and post a picture in the boxes below.

Word #1: Definition: Synonym or antonym: Picture:	Word #2: Definition: Synonym or antonym: Picture:

Word #3: Definition: Synonym or antonym: Picture:	Word #4: Definition: Synonym or antonym: Picture:

Solar Eclipse Data

Solar eclipses are incredible sights: the sun is shining like a normal day, but the light seems to be slightly filtered or "off" because the moon is blocking part of the sun's light. This effect builds and builds until twilight comes in the middle of the day when the moon completely blocks the sun. The eerie sense fades as normal sunlight returns, but the experience is a worthwhile one. How can we determine when the next one will occur?

Since ancient times, humans have predicted solar and lunar eclipses. They differentiated between total eclipses, in which all the light is blocked from the sun or moon, and partial eclipses, in which only part of the light is blocked from the sun or moon. Other types of eclipses are annular eclipses and hybrid eclipses. An annular eclipse occurs when the moon is farthest from the sun and therefore cannot totally block its light. A hybrid eclipse is one that appears as a total eclipse from one location on Earth but as an annular eclipse from another location. Depending on the culture, these eclipses seemed to bring good or ill fortune. Nowadays, we understand that such events do not foretell some divine retribution or favor. Rather, they are merely a function of light being blocked in the three-body system that is Earth, moon, and sun.

An annular eclipse is a type of solar eclipse. It occurs when the moon is farthest from the sun. Because of this distance, the moon appears slightly smaller than the sun and does not block it completely.

To predict solar eclipses, one of the tools we use is the Saros cycle. Every 18 years, 11 days, and 8 hours, which is one Saros cycle, the sun, Earth, and moon line up in the same relative geometry, which is roughly a straight line. When this occurs, a nearly identical eclipse will occur to the one that had happened one Saros cycle before. When there is a total eclipse, there will generally be another total eclipse one Saros cycle later. When there is a partial eclipse, there will generally be another partial eclipse one Saros cycle later. We say that such eclipses are in a Saros series.

Consider the solar eclipse data shown in the table when answering the questions on the next page.

Solar Eclipse Data

Date	Eclipse type	Saros series	Date	Eclipse type	Saros series
2011 Jan 04	Partial	151	2016 Mar 09	Total	130
2011 Jun 01	Partial	118	2016 Sep 01	Annular	135
2011 Jul 01	Partial	156	2017 Feb 26	Annular	140
2011 Nov 25	Partial	123	2017 Aug 21	Total	145
2012 May 20	Annular	128	2018 Feb 15	Partial	150
2012 Nov 13	Total	133	2018 Jul 13	Partial	117
2013 May 10	Annular	138	2018 Aug 11	Partial	155
2013 Nov 03	Hybrid	143	2019 Jan 06	Partial	122
2014 Apr 29	Annular	148	2019 Jul 02	Total	127
2014 Oct 23	Partial	153	2019 Dec 26	Annular	132
2015 Mar 20	Total	120	2020 Jun 21	Annular	137
2015 Sep 13	Partial	125	2020 Dec 14	Total	142

Questions

1. In this data set, are any of these eclipses in the same Saros series? How do you know?

2. What is the relative frequency of partial eclipses in this period? What is the relative frequency of total eclipses?

3. If the moon and Earth had a different alignment, could that change the number of eclipses we have? Could it increase the number of eclipses? Could it decrease the number of them?

Directions: Read “Discovery Education’s: Solar Eclipse Data” to answer the below questions in complete sentences.

1. In this data set, are any of these eclipses in the same Saros series? How do you know?

2. What is the relative frequency of partial eclipses in this period? What is the relative frequency of total eclipses?

3. If the moon and Earth had a different alignment, could that change the number of eclipses we have? Could it increase the number of eclipses? Could it decrease the number of them? Explain your reasoning.

4. Solar eclipses recur over the length of a Saros cycle, a period of approximately 18 years, 11 days. How could you use the Saros cycle to predict future eclipses?

The Sun in Our Solar System

Formation of the Solar System

At one time, over 5 billion years ago, our solar system was an enormous field of space filled with dust and gas, called a solar nebula. Over time the dust and gas in the solar nebula slowly merged together creating more and more pressure in its center. The increasing pressure eventually caused the solar nebula to collapse on itself. In this collapse, the dust and gas at the center of the nebula condensed into our star, the Sun. The dust and gas that did not condense into the Sun formed into the eight planets that orbit the Sun.

This is the sunrise over Earth. Even though the Sun looks smaller than Earth, it is so much larger that you could fit one million Earths inside of it.

The Center of Our Solar System

Do you know why the Earth orbits the Sun? Most people 500 years ago thought the Earth was the center of the solar system. Now, we know this can't be true because of how our solar system formed from a solar nebula. Earth and the other planets orbit the Sun due to the influence of the Sun's gravitational pull.

Gravity is a force that pulls objects toward each other. The amount force in this pull depends on the mass of the objects. The larger the mass the greater the gravitational pull the object has. The mass of the Sun is 333,000 times the mass of Earth. This means the gravitational pull of the Sun is 28 times that of the gravitation pull of Earth.

The matter of the early solar nebula moved in a way that formed the Sun. The planets that formed around the Sun moved in the same way. In fact, the sun and eight planets continue to move in the same direction as they did 5 billion years ago.

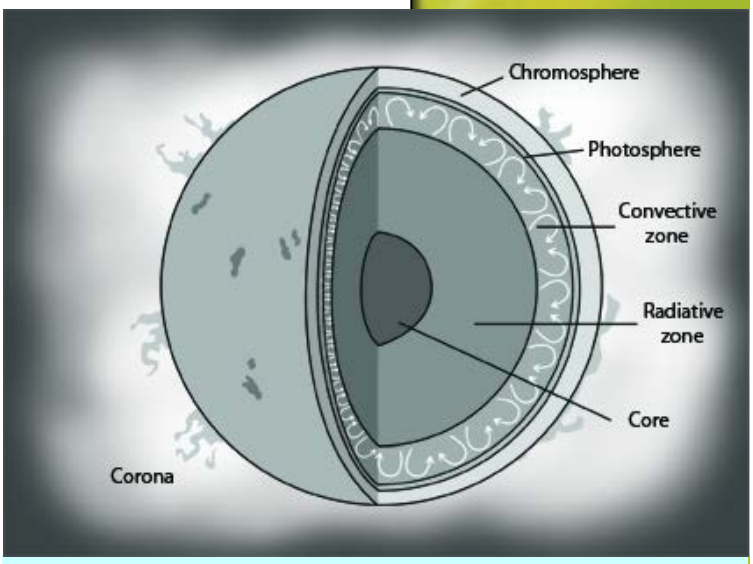
The Sun and planets move through the Milky Way galaxy. The Sun and our solar system move around the center of the galaxy in an orbit that takes over 200 million years to complete. That sounds like a really long time, but the Sun and our solar system are moving at speeds of around 150 miles per second.

The Sun in Our Solar System

Properties of the Sun

The core of the Sun is 27 million degrees Fahrenheit (15 million degrees Celsius). This is hot enough for atoms to fuse together in a process called nuclear fusion. The fusion of atoms releases incredible amounts of energy. Sunlight comes from this release of energy.

The sunlight that you can see in the sky comes from a layer of the Sun called the photosphere. Scientists have discovered that the Sun is made up of layers of hot gas. The interior of the sun has three layers: the core, the radiative zone, and the convection zone. The outer layers of the sun are the photosphere, chromosphere, and the corona.



This is a diagram showing the Sun's layers. The core is where nuclear fusion occurs. The sunlight that reaches Earth comes from the Sun's photosphere.

In the interior of the sun in the core layer, a process called nuclear fusion occurs. The energy from this process is released into the radiative zone. It passes through the radiative zone and then into the convection zone. The convection zone is cooler. The gases in this zone move up to the outer layers of the sun as huge bubbles of plasma.

The outer layers of the sun are also called the visible layers. The visible layers are the photosphere, chromosphere, and corona. The sunlight you feel and see on Earth is from energy radiating from the Sun's photosphere. The temperature of the gas in the chromosphere and corona is cooler than the photosphere. This makes it hard to see these layers because of the hotter, brighter, layer beneath them. Usually, you can only see the chromosphere and corona during a solar eclipse.

The Sun in Our Solar System

QUESTIONS

1. How is the formation of the Sun related to the way the planets orbit in our solar system?

2. What are some of the physical properties of the Sun?

Monday- Choose one of the articles that you read this week. Find 5 verbs and write down the present, past, and future tense of the verbs you have chosen.

Verb	Present Tense	Past Tense	Future Tense
Example: jump	**Example: jumping**	**Example: jumped**	**Example: will jump**

Tuesday- Use 3 **present tense** verbs in a sentence.

Wednesday- Write 3 **past tense** verbs in a sentence

Thursday- Write 3 **future tense** verbs in a sentence

Friday- Choose a different article that you read this week. Find 5 verbs and write down the present, past, and future tense of the verbs you have chosen.

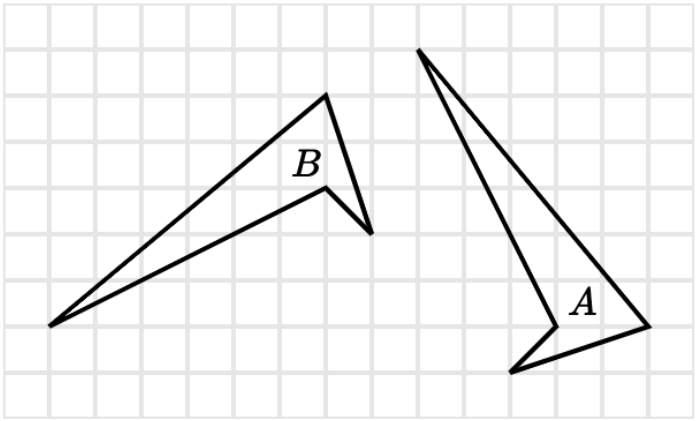
Verb	Present Tense	Past Tense	Future Tense
Example: jump	**Example: jumping**	**Example: jumped**	**Example: will jump**

***All math is from Khan Academy

Monday

Practice: Identify Transformations

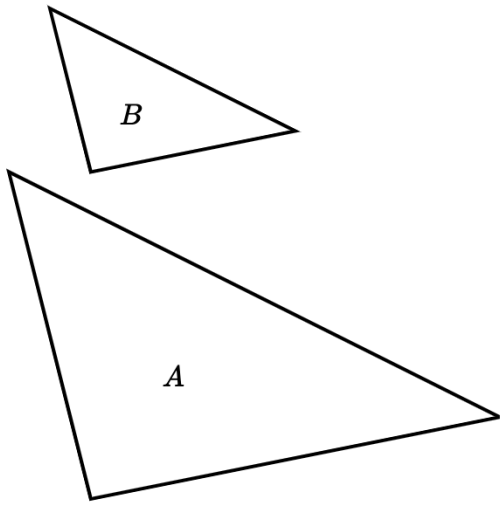
What single transformation was applied to quadrilateral A to get quadrilateral B?



Highlight one word that describes the single transformation that was applied.

A. Translation	C. Reflection
B. Rotation	D. Dilation

What single transformation was applied to triangle A to get triangle B?

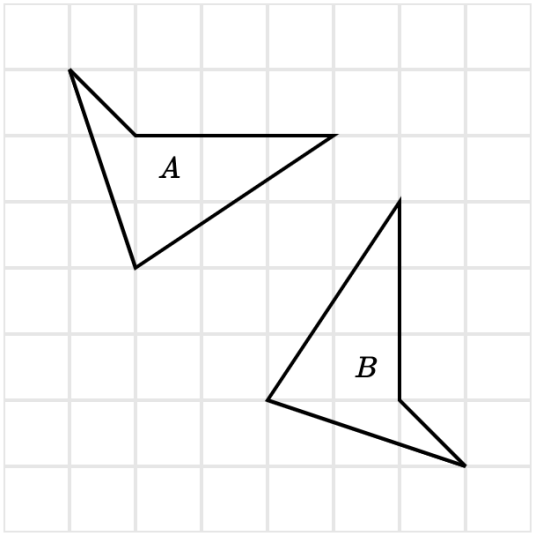


Highlight one word that describes the single transformation that was applied.

A. Translation	C. Reflection

B. Rotation	D. Dilation

What single transformation was applied to quadrilateral A to get quadrilateral B?



Highlight one word that describes the single transformation that was applied.

A. Translation	C. Reflection
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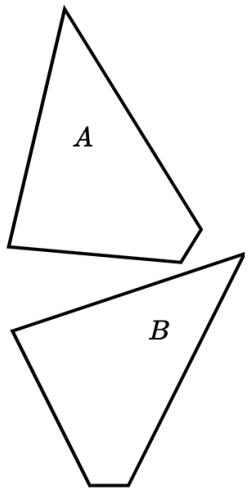
What single transformation was applied to quadrilateral A to get quadrilateral B?



Highlight one word that describes the single transformation that was applied.

A. Translation	C. Reflection
B. Rotation	D. Dilation

Tuesday

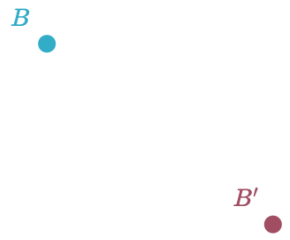
Complete: Translation Intro

In geometry, a translation moves a thing up and down or left and right. Translations only move things from one place to another; they don't change their size, arrangement, or direction. Now that we've got a basic understanding of what translations are, let's learn how to use them on the coordinate plane.

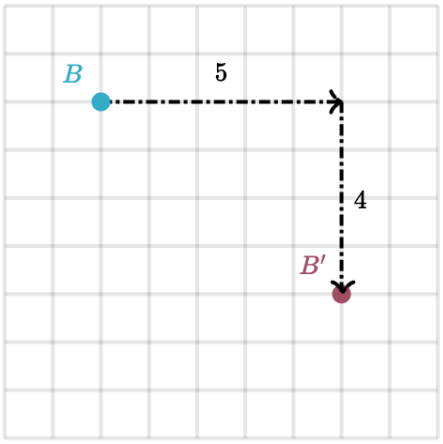
Translations on the coordinate plane

Coordinates allow us to be very precise about the translations we perform.

Without coordinates, we could say something like, "We get B' by translating B down and to the right."



But that's not very precise. If we use a coordinate grid, we can say something more exact: "We get B' by translating B by 5 units to the right and 4 units down."



More compactly, we can describe this as a **translation by** (5, -4).

The negative sign in front of the 4 tells us the vertical shift is downwards instead of upwards. Similarly, a translation to the left is indicated by the first value being negative.

Pre-images and images

For any transformation, we have the **pre-image** figure, which is the figure we are performing the transformation upon, and the **image** figure, which is the result of the transformation. For example, in our translation, the pre-image point was B and the image point was B'.

Note that we indicated the image by B' , pronounced B prime. It is common, when working with transformations, to use the same letter for the image and the pre-image, simply adding the "prime" suffix to the image.

Let's try some practice problems

Problem 1

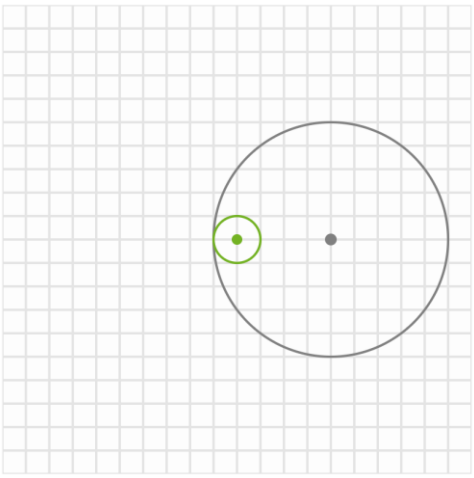
Each unit in the grid equals 1.

Draw the image of the line segment under a translation by (2, -3).

Problem 2

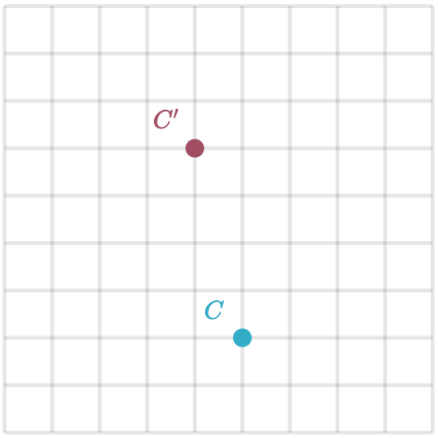
Each unit in the grid equals 1.

Draw the image of the circle after a translation by (-7,-1).



Challenge problem

What translation maps point C to point C' ?

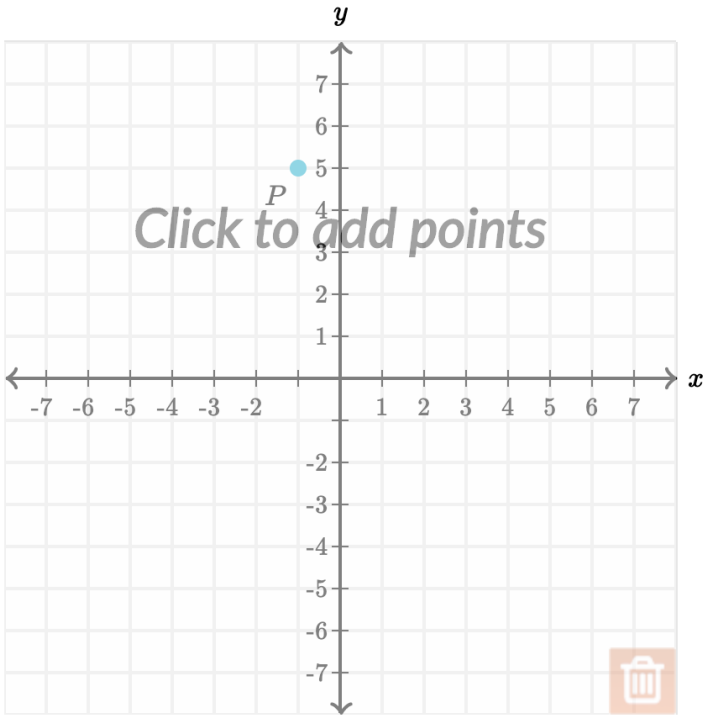


Highlight the answer that describes the transformation.

A. A translation by (1,4).	C. A translation by (-1,4).
B. A translation by (1,-4).	D. A translation by (-1,-4).

Practice: Translate points

Plot the image of point P under a translation by 5 units to the right and 7 units down.



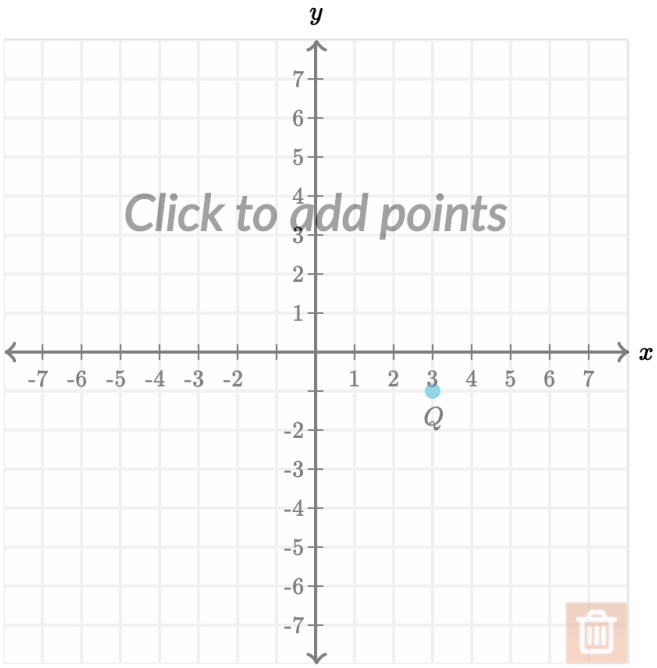
Point Q' is the image of $Q(-7, -6)$ under the translation $(x, y) \rightarrow (x + 12, y + 8)$.

What are the coordinates of Q'?

Point Q' is the image of $Q(-5, 1)$ under a translation by 6 units to the right and 2 units down.

What are the coordinates of Q'?

Plot the image of point Q under the translation $(x, y) \rightarrow (x - 3, y + 4)$.



Wednesday

Complete: Translating shapes

Introduction

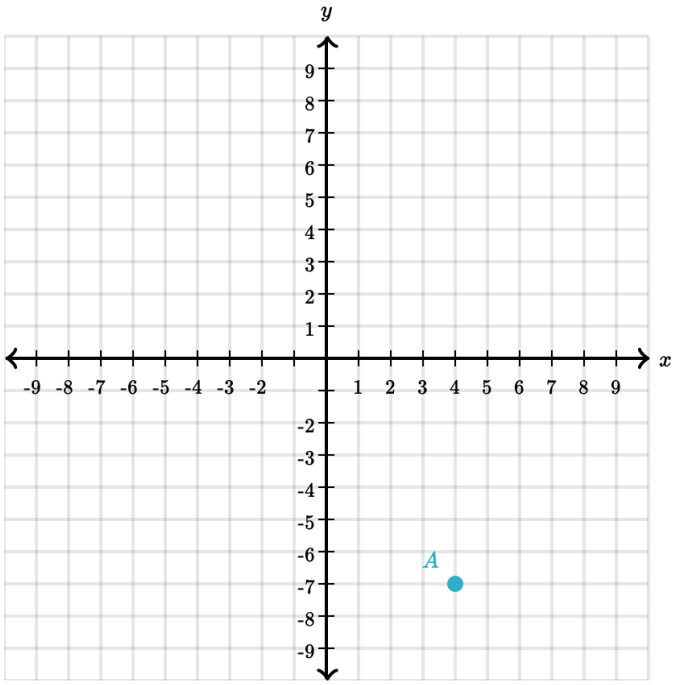
In this article, we'll practice the art of translating shapes. Mathematically speaking, we will learn how to draw the image of a given shape under a given translation.

A translation by (a,b) is a transformation that moves all points a units in the x-direction and b units in y-direction. Such a transformation is commonly represented as $\boldsymbol{T}_{(a,b)}$

Part 1: Translating points

Let's study an example problem

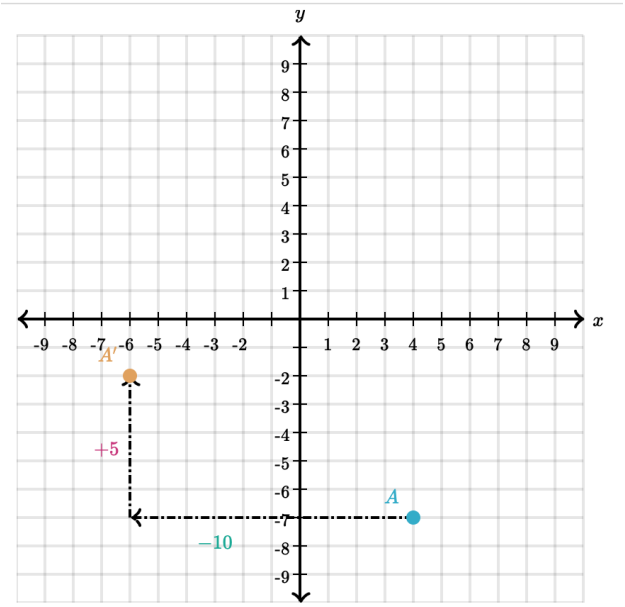
Find the image A' of A (4,-7) under the transformation $\boldsymbol{T}_{(-10,5)}$



Solution

The translation $T_{(-10,5)}$. moves all points -10 in the x-direction and +5 in the y-direction. In other words, it moves everything 10 units to the left and 5 units up.

Now we can simply go 10 units to the left and 5 units up from A(4,-7).



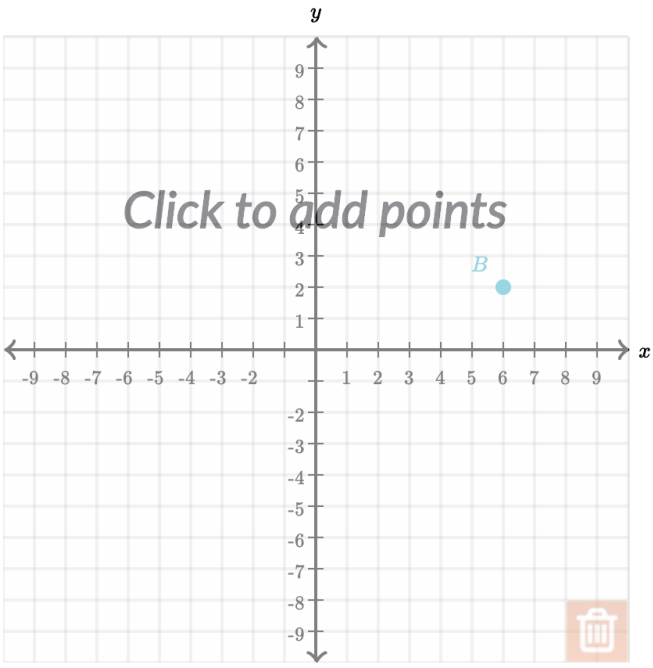
We can also find A' algebraically:

A' = (4-10, -7+5) = (-6,-2)

Your turn!

Problem 1

Draw the image of B(6,2), under transformation $T_{(-4,-8)}$.



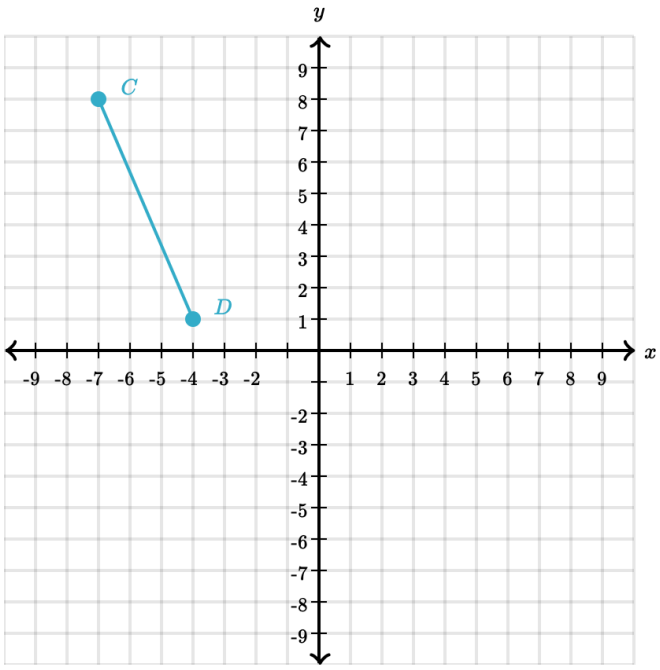
Problem 2

What is the image of (23,-15) under the translation $T_{(12,-32)}$?

Part 2: Translating line segments

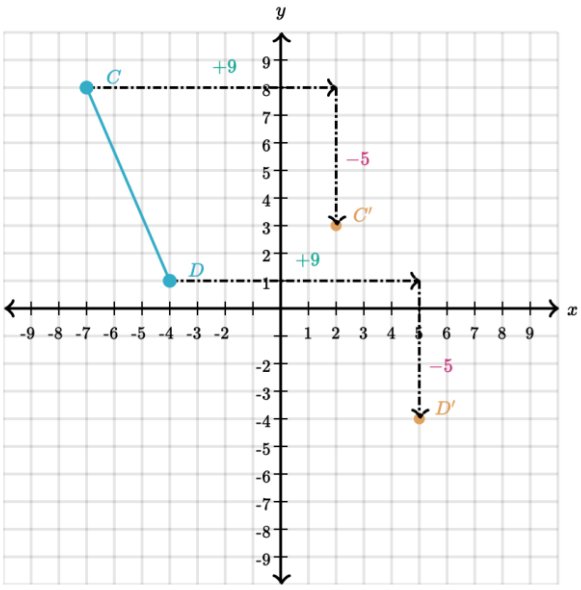
Let's study an example problem

Consider line segment ⍰⍰ drawn below. Let's draw its image under the translation $T_{(9,-5)}$.

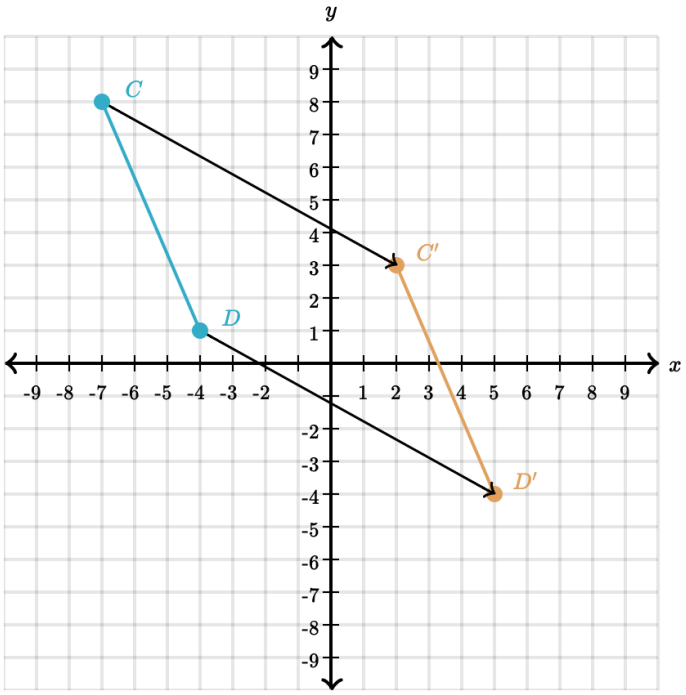


Solution

When we translate a line segment, we are actually translating all the individual points that make up that segment. Luckily, we don't have to translate all the points, which are infinite! Instead, we can consider the endpoints of the segment.



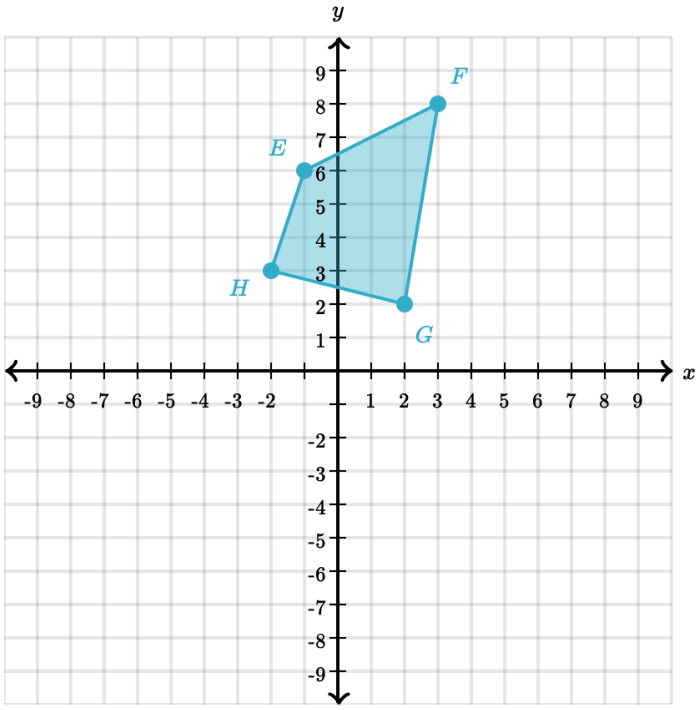
Since all points move in exactly the same direction, the image of $\overline{CD}$ will simply be the line segment whose endpoints are C' and D'.



Part 3: Translating polygons

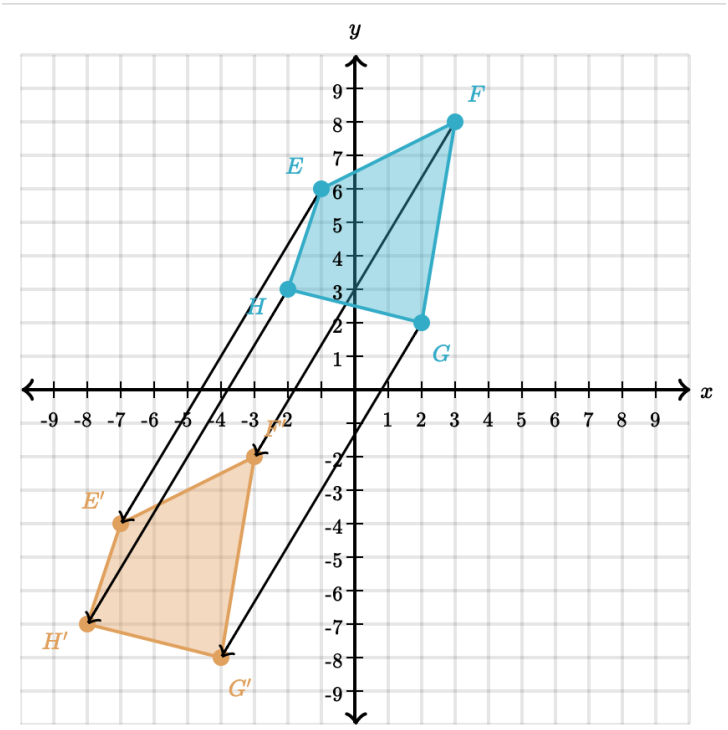
Let's study an example problem

Consider quadrilateral EFGH drawn below. Let's draw its image, E'F'G'H', under the translation $T_{(-6,-10)}$.



Solution

When we translate a polygon, we are actually translating all the individual line segments that make up that polygon!

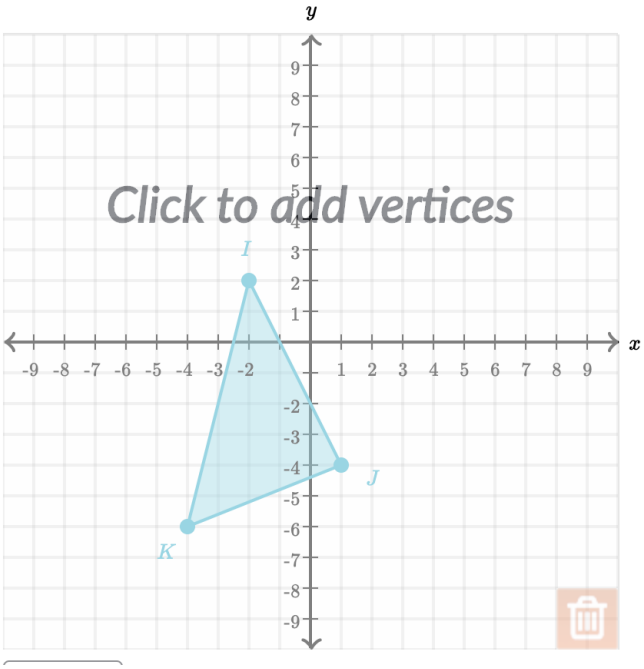


Basically, what we did here is to find the images of E, F, G, and H and connect those image vertices.

Your turn!

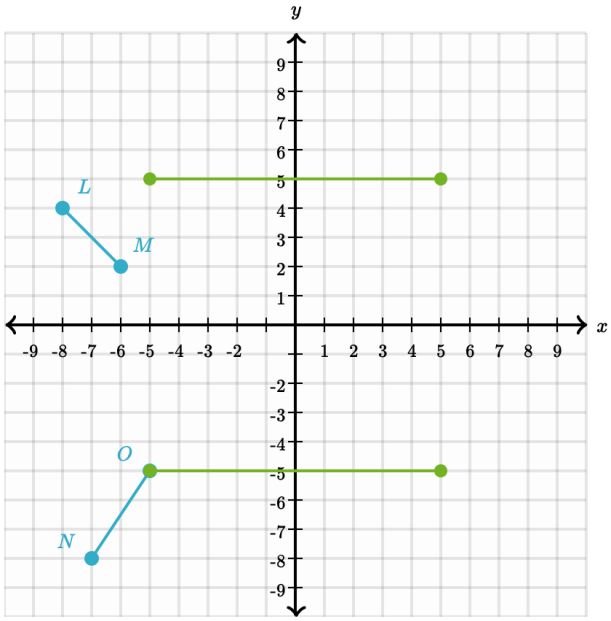
Problem 1

Draw the image of $\triangle IJK$ under the translation $T_{(-5,2)}$.



Problem 2

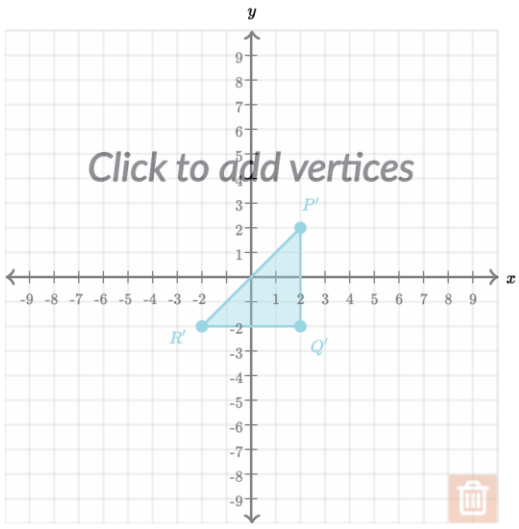
Draw the images of $\overline{LM}$ and $\overline{NO}$ under the translation $T_{(10,0)}$.



Challenge problem

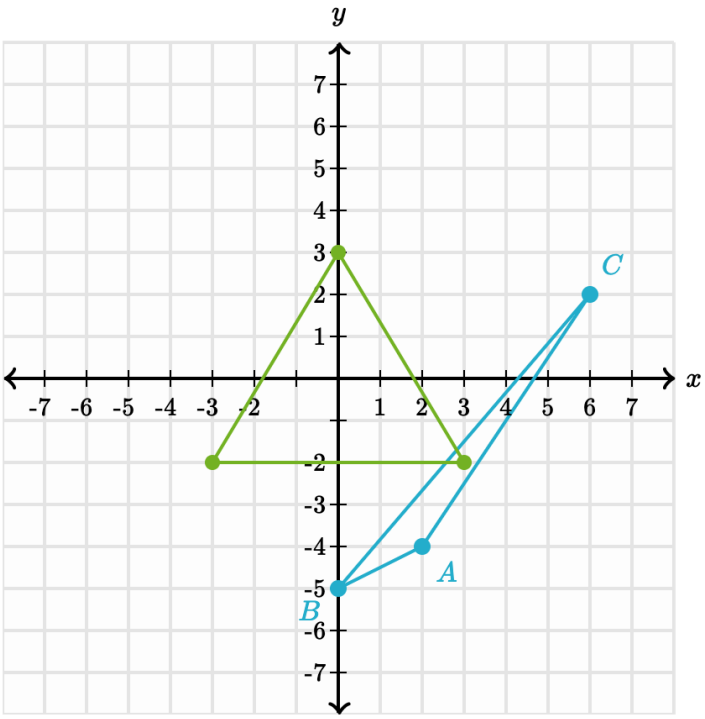
The translation $T_{(4,-7)}$ mapped $\triangle PQR$. The image, $\triangle P'Q'R'$, is drawn below.

Draw $\triangle PQR$.

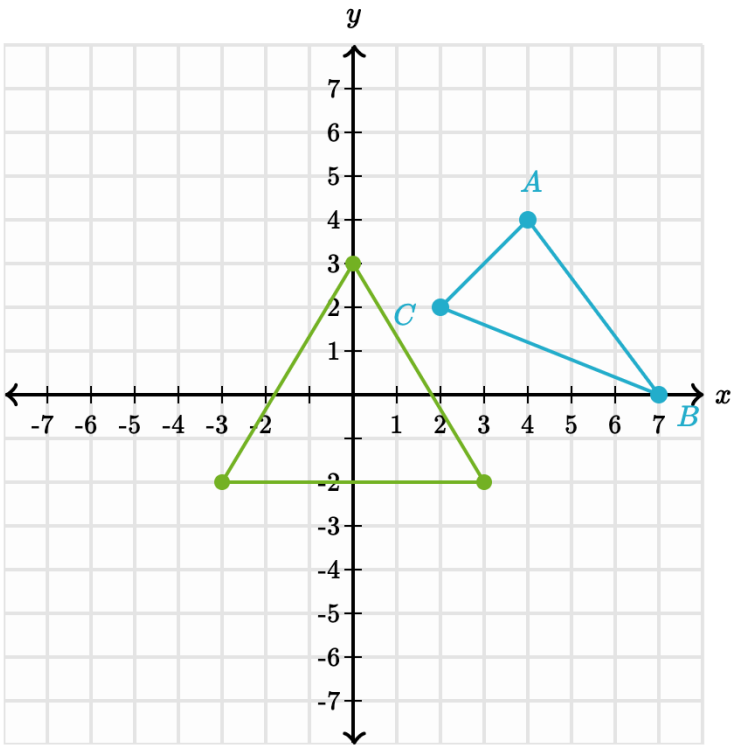


Practice: Translate shapes

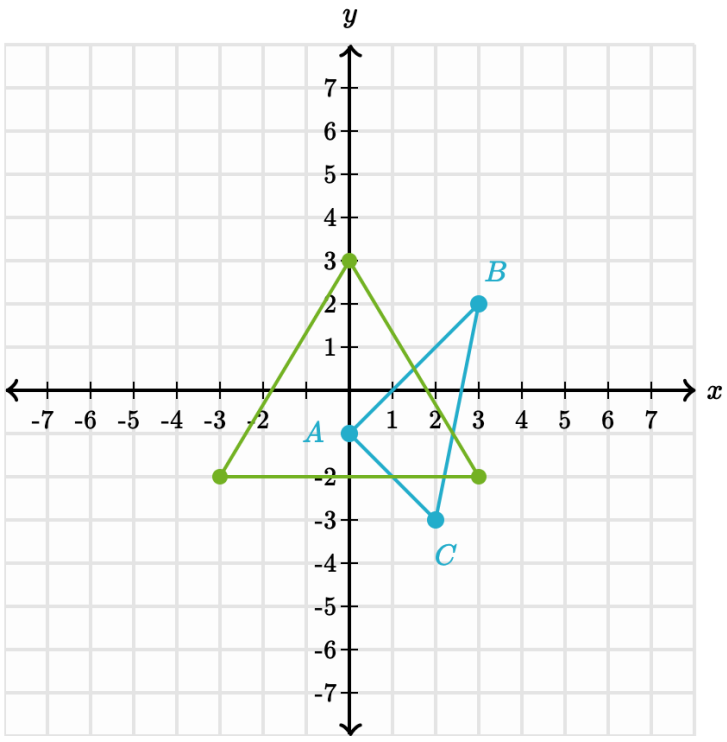
Draw the image of $\triangle ABC$ under a translation by 2 units down.



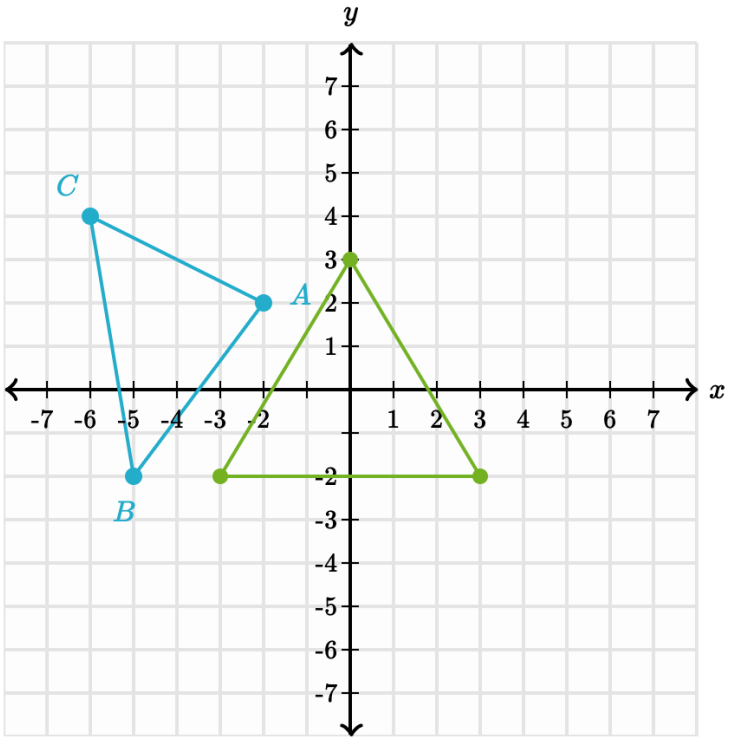
Draw the image of $\triangle ABC$ under the translation $(x, y) \to (x - 6, y - 7)$.



Draw the image of $\triangle ABC$ under a translation by 3 units to the right and 4 units down.



Draw the image of $\triangle ABC$ under the translation $(x, y) \to (x + 2, y + 2)$.



Thursday

Complete: Determining translations

In this article, we will solve problems where we are given starting and ending coordinates and asked to figure out what translation must have occurred.

Part 1: Determining the translation for a single pair of points

Let's study an example problem

A translation maps point A(3,7) to point A'(6,-2)A. Let's determine what translation this is.

Solution

Step 1: Horizontal shift. A is shifted 3 units to the right because (6) - (3) = +3.

Step 2: Vertical shift. A is shifted 9 units down because (-2) - (7)=\maroonD{-9}(-2)-(7) = -9.

The answer: A is mapped onto A' under a translation by (3,-9).

Your turn!

Problem 1

Determine the translation that maps point B(2,1) to point B'(-4,5).

Problem 2

Determine the translation that maps point C(7,5) to point C'(5,5).

Problem 3

In general, which calculation gives the exact vertical shift of a translation from point P to point P'?

Highlight the correct answer.

A. The x-coordinate of P' minus the x-coordinate of P	C. The y-coordinate of P' minus the y-coordinate of P
B. The x-coordinate of P minus the x-coordinate of P’	D. The y-coordinate of P minus the y-coordinate of P’

Challenge problem

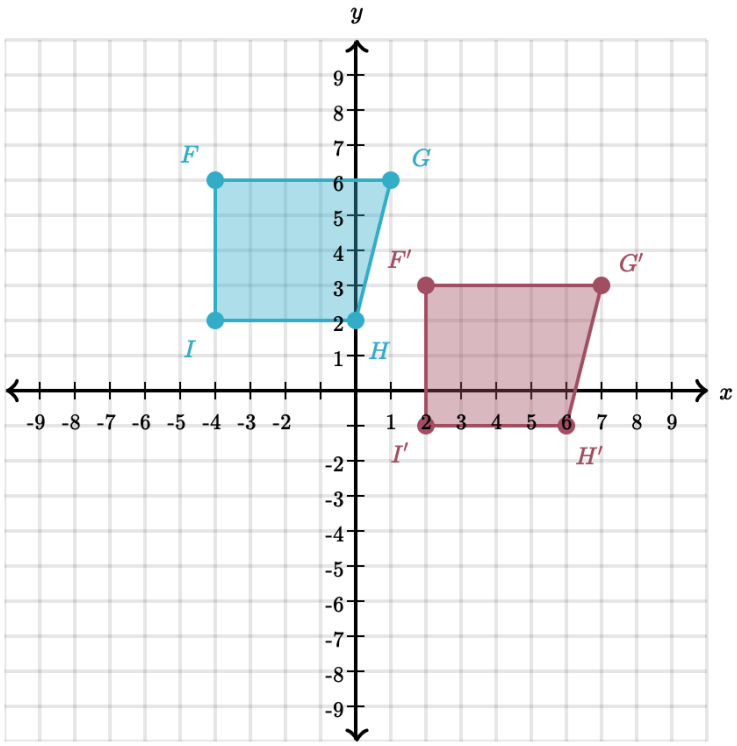
A certain translation takes point D(-3,10) to point D'(-12,21).

What is the image of E(17,-9) under this translation?

Part 2: Determining the translation for a pair of polygons

Let's study an example problem

Consider the quadrilaterals drawn below. Let's determine the translation that maps the pre-image FGHI onto the image F'G'H'I'.



Solution

Let's focus in on a pair of corresponding points, such as F(-4,6) and F'(2,3). If we can find the translation that takes F to F', we will necessarily know the translation that takes the entire pre-image quadrilateral to its image!

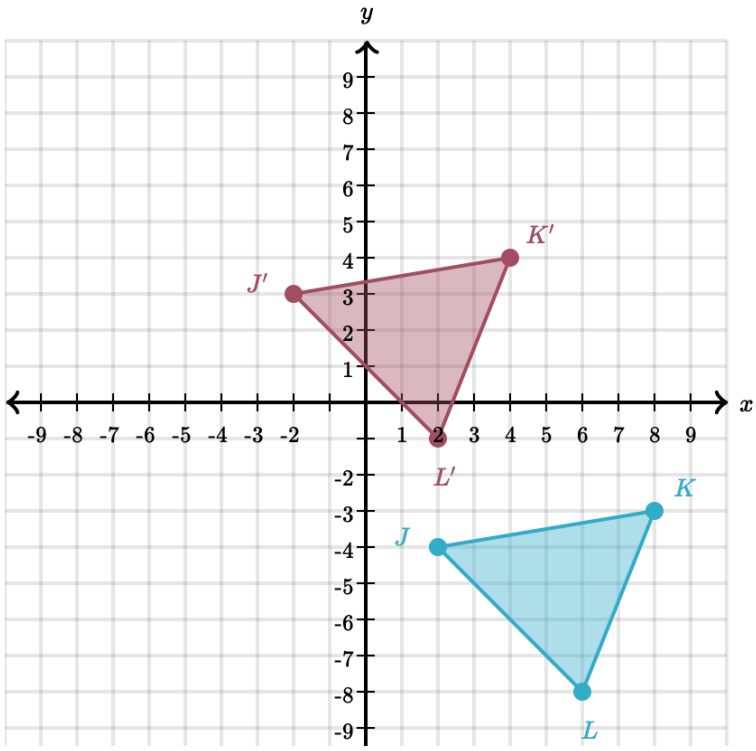
Horizontal shift: (2) - (-4) = +6

Vertical shift: (3) - (6) = -3

Therefore, FGHI is mapped onto F'G'H'I' under a translation by (6,-3).

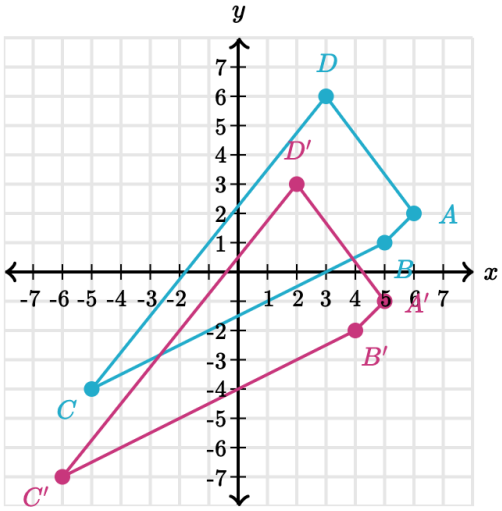
Your turn!

Determine the translation that maps $\triangle JKL$ onto $\triangle J'K'L$



Practice: Determine translations

Quadrilateral $A'B'C'D'$ is the image of quadrilateral $ABCD$ under a translation.



Determine the translation.
Use non-negative numbers.

A translation by ____ units to the right/left and ____ units up/down

Complete the above sentence in the below text box.

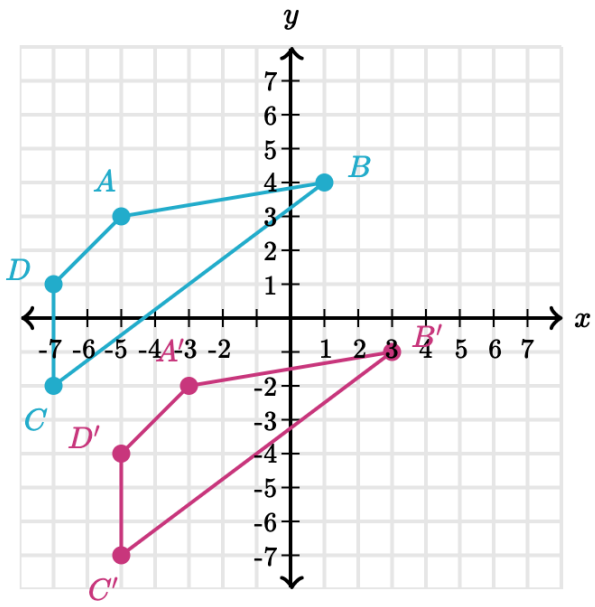
Point $P'(1, 5)$ is the image of $P(-3, 1)$ under a translation.

Determine the translation.
Use non-negative numbers.

A translation by ____ units to the right/left and ____ units up/down

Complete the above sentence in the below text box.

Quadrilateral $A'B'C'D'$ is the image of quadrilateral $ABCD$ under a translation.



Determine the translation.
Use non-negative numbers.

A translation by ____ units to the right/left and ____ units up/down

Complete the above sentence in the below text box.

Point $Q'(3, 2)$ is the image of $Q(6, 4)$ under a translation.

Determine the translation.
Use non-negative numbers.

A translation by ____ units to the right/left and ____ units up/down

Complete the above sentence in the below text box.

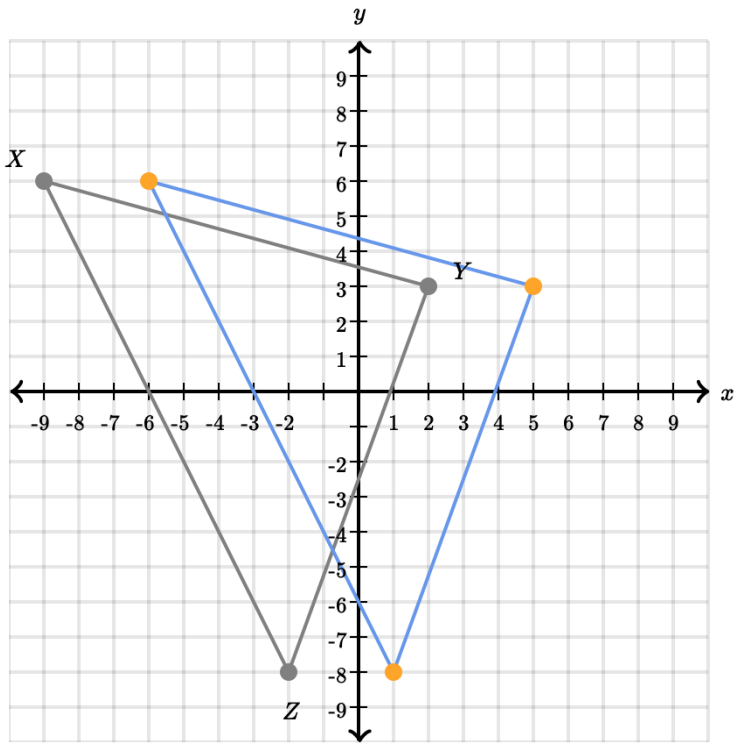
Friday

Complete: Translations Review

What is a translation?

A translation is a type of transformation that takes each point in a figure and slides it the same distance in the same direction.

This translation maps $\triangle XYZ$ onto the blue triangle.



The result is a new figure, called the image. The image is congruent to the original figure.

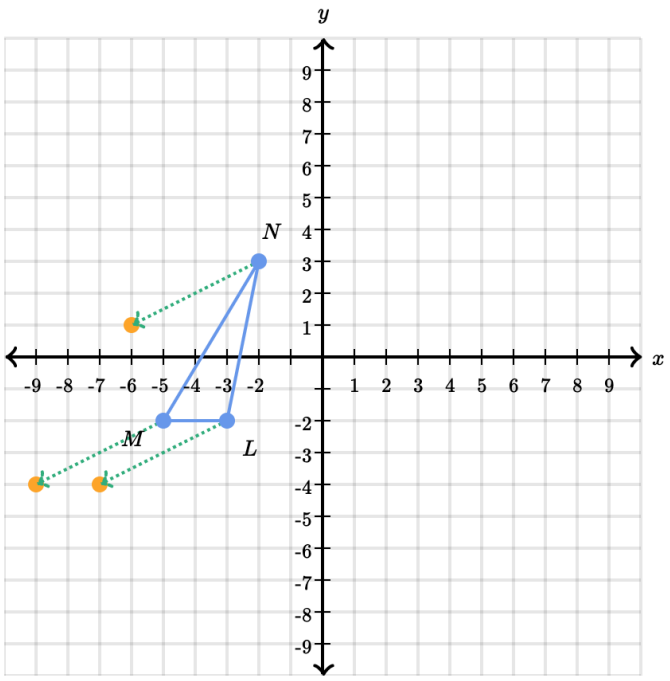
Performing translations

A figure can be moved horizontally along the x axis and vertically along the y axis.

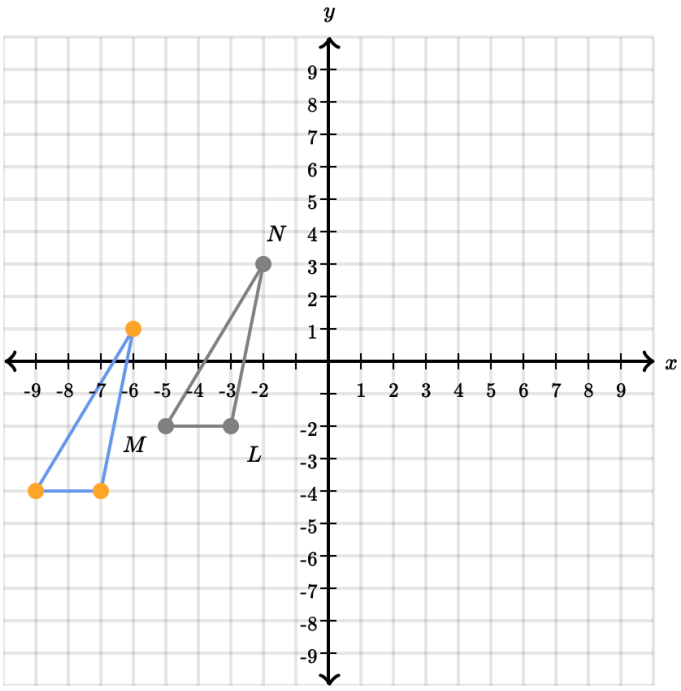
Example:

Translate △ ???−4 units in the x direction and −2 units in the y direction.

A translation of -4 units in the x direction results in a shift to the left by 4 units, and a translation of -2 units in the y direction results in a shift down by 2 units.

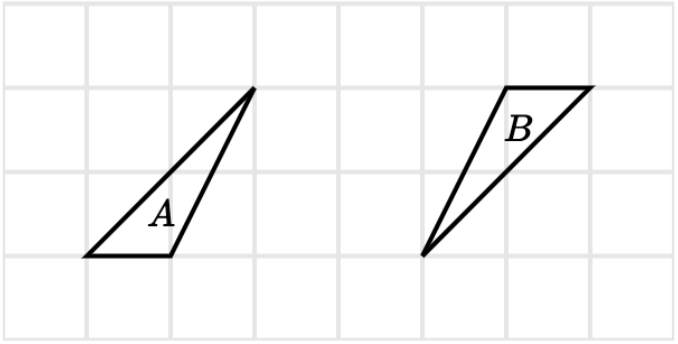


This translation maps $\triangle LMN$ onto the triangle below.



Complete: Quiz 1

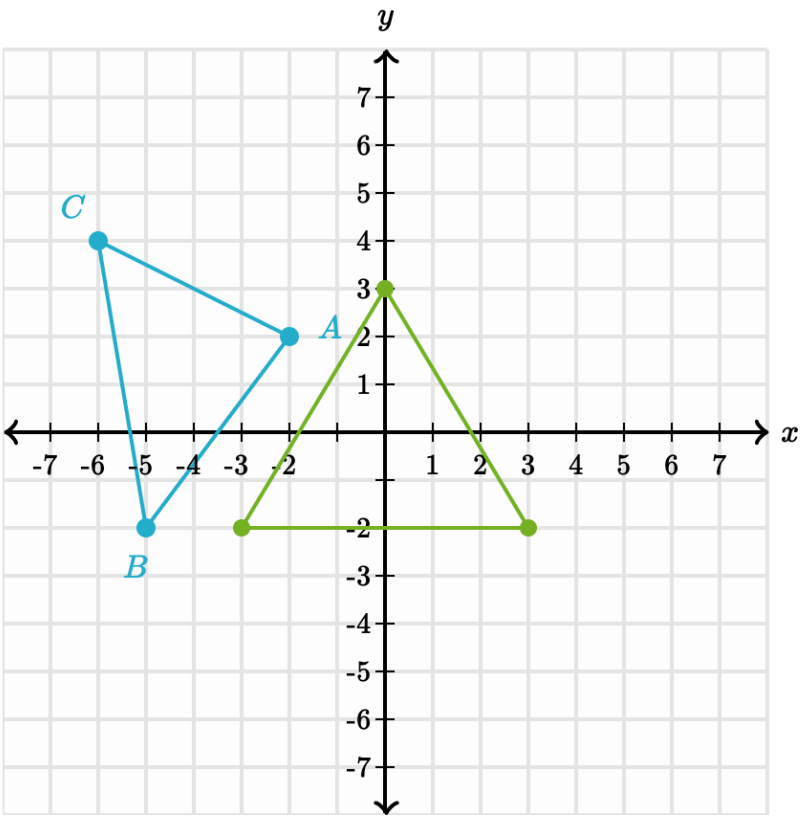
What single transformation was applied to triangle A to get triangle B?



Highlight one word that describes the single transformation that was applied.

C. Translation	C. Reflection
D. Rotation	D. Dilation

Draw the image of $\triangle ABC$ under the translation $(x, y) \rightarrow (x + 2, y + 2)$.



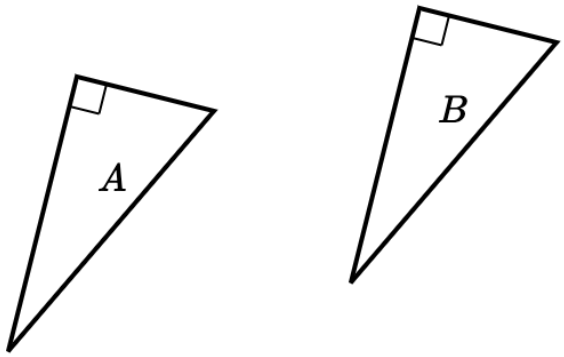
Point $Q'(3, 2)$ is the image of $Q(6, 4)$ under a translation.

Determine the translation.
Use non-negative numbers.

A translation by [ ] units to the right/left and [ ] units up/down

Complete the above sentence in the below text box.

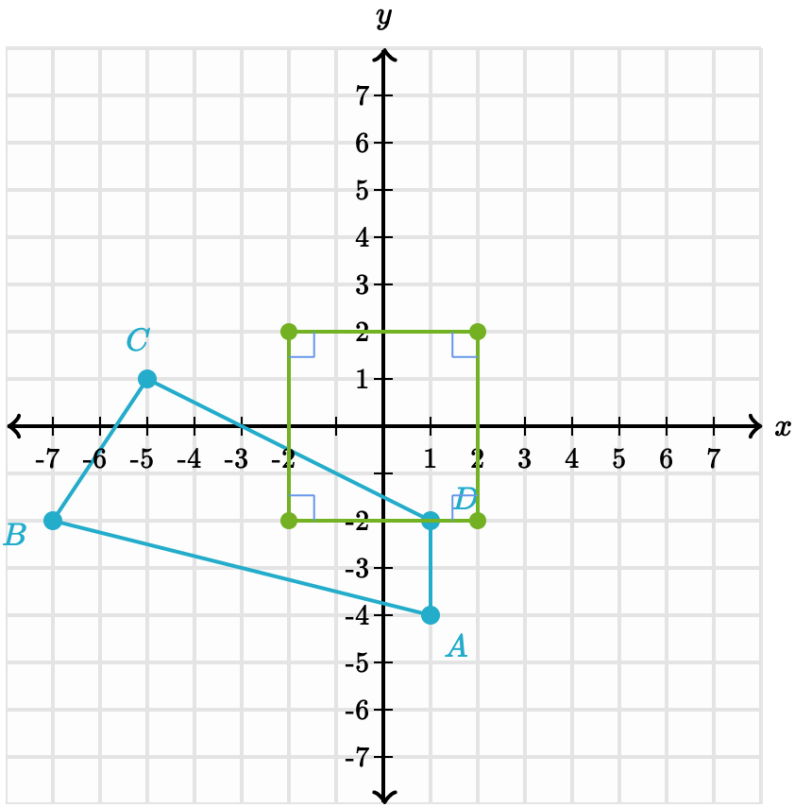
What single transformation was applied to triangle A to get triangle B?



Highlight one word that describes the single transformation that was applied.

E. Translation	C. Reflection
F. Rotation	D. Dilation

Draw the image of quadrilateral $ABCD$ under a translation by 1 unit to the right and 6 units up.

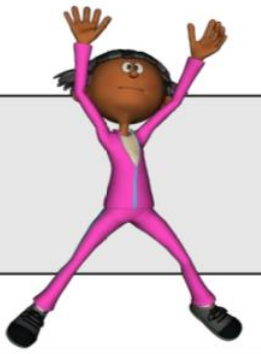



HALF
TURNS
BURPEES
MARCH IN PLACE
SHOULDER STAND
V-SIT
PLANK HOLD
Boot Camp #2
30 seconds each
©Pete Charrette (Cap'n Pete), 2019
BOOTCAMP

TABATA

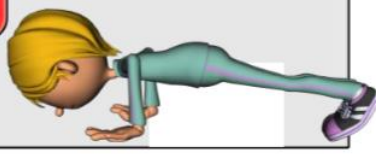
1. JUMPING JACKS

10 SEC REST — 20 SEC MOVE



2. PUSH-UPS

10 SEC REST — 20 SEC MOVE



3. CRUNCHES

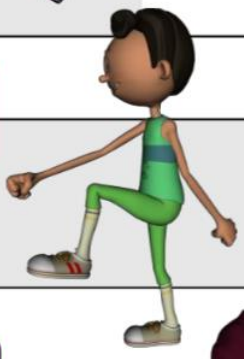
10 SEC REST — 20 SEC MOVE

4. BURPEES

10 SEC REST — 20 SEC MOVE

5. HIGH KNEES

10 SEC REST — 20 SEC MOVE



6. JOG IN PLACE

10 SEC REST — 20 SEC MOVE

1 HIGH INTENSITY INTERVAL TRAINING

My COVID-19 TIME CAPSULE

2020

NAME:

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

INSERT THINGS TO BE REMEMBERED HERE.

INSERT THINGS TO BE REMEMBERED HERE.

INSERT THINGS TO BE REMEMBERED HERE.

About Me:

AGE	Grade	Height	Weight

What I'm Good At

After High School I plan to:

When I grow up, I want to be:

My Friends

My Favorites:

Song:

Show:

Movie:

Book:

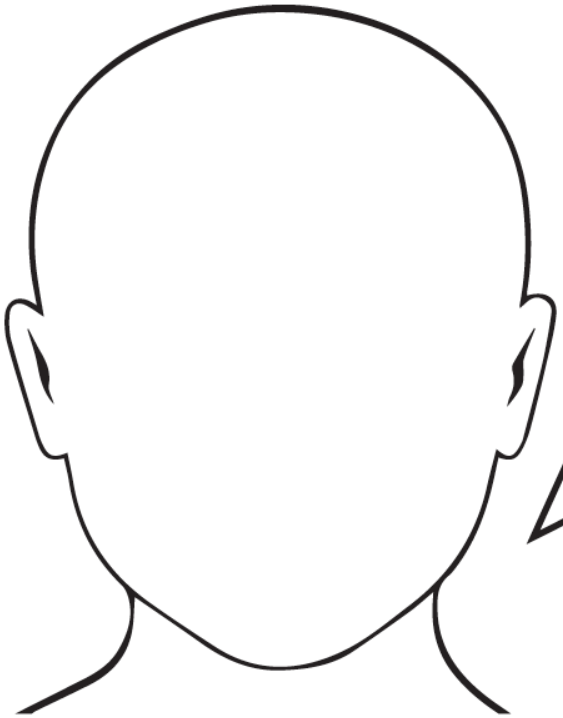
Hobby:

Snack:

Activity:

Social Media Platform

HOW I'M FEELING



HOW MY FACE LOOKS

WORDS TO DESCRIBE HOW I FEEL:

CLICK TO ADD TEXT

I AM MOST THANKFUL FOR

CLICK TO ADD TEXT

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

CLICK TO ADD TEXT

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1. CLICK TO ADD TEXT
2. CLICK TO ADD TEXT
3. CLICK TO ADD TEXT

What I Want to Remember

How My Community is so Different

Note to Self

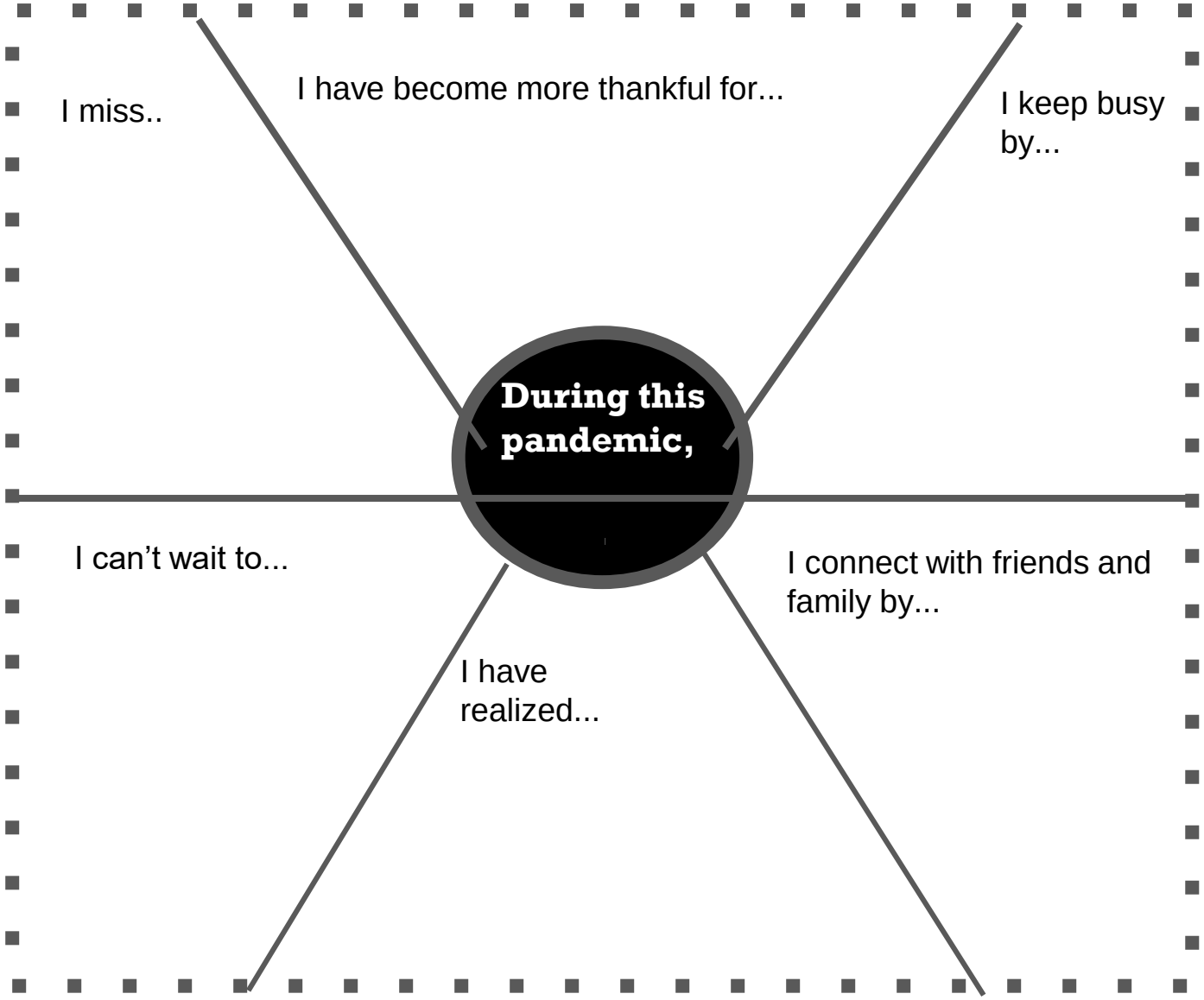
Quarantine Snapshot

My Typical Day:

Feelings I've Had:

My Best Moment:

My Worst Moment:



Special Occasions

What occasions did you celebrate during this time? Write the list down here and what you did to celebrate (e.g. St Patrick's Day, Easter, Birthdays, etc.)

Event	Date	How You Celebrated

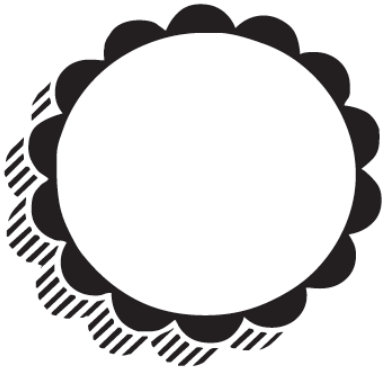
Letter to Myself

Write a letter to yourself explaining your experience during the quarantine:

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FOVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

SELF CONTROL

- Choosing to do what you **should do**, not just what you want to do.
- Focusing on what you **can control** and not worrying about things you cannot control.

Look at the things that you can control in your life. Make goals for those things.
Look at the things you cannot control. Let go of those things.

I CAN CONTROL

- ❑ My thoughts
- ❑ My happiness
- ❑ My actions
- ❑ Who I choose as friends
- ❑ What I focus on
- ❑ My goals
- ❑ My study habits
- ❑ My effort
- ❑ My habits
- ❑ Others:

make goals for improving these things!

Add to this list and give specific examples.

I CANNOT CONTROL

- ❑ Other people's thoughts and attitudes
- ❑ Other people's actions
- ❑ Other people's happiness
- ❑ Other people's sadness
- ❑ Other people's anger
- ❑ The problems in the world
- ❑ Grown up issues
- ❑ Others:

Say "good-bye" to these things!

Add to this list and give specific examples.