

8th Grade FUESD Independent Study Plan, Week of May 25

Week 10 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson The Final Countdown Art Reflections <hr/> ELD <ul style="list-style-type: none"> ELD Monday <hr/> Math <ul style="list-style-type: none"> Summer Vacation Math Project <hr/> PE <ul style="list-style-type: none"> PE Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Goals Exploring Place: The Five Senses Art Reflections <hr/> ELD <ul style="list-style-type: none"> ELD Tuesday <hr/> Math <ul style="list-style-type: none"> Summer Vacation Math Project <hr/> PE <ul style="list-style-type: none"> PE Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Letter of Advice Compare & Contrast Art Reflections <hr/> ELD <ul style="list-style-type: none"> ELD Wednesday <hr/> Math <ul style="list-style-type: none"> Summer Vacation Math Project <hr/> PE <ul style="list-style-type: none"> PE Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Tweet Me Write a Haiku Poem Art Reflections <hr/> ELD <ul style="list-style-type: none"> ELD Thursday <hr/> Math <ul style="list-style-type: none"> Summer Vacation Math Project <hr/> PE <ul style="list-style-type: none"> PE Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Thanks a Million Write a Cinquain Poem Art Reflections <hr/> ELD <ul style="list-style-type: none"> ELD Friday <hr/> Math <ul style="list-style-type: none"> Summer Vacation Math Project <hr/> PE <ul style="list-style-type: none"> PE Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring

8 Grado - Plan de Estudio independiente de FUESD - 25 de mayo

Semana 10 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
ELA/ SS <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lexia/o Leccion de Reading Plus The Final Countdown Reflecciones de Arte <hr/> ELD <ul style="list-style-type: none"> ELD lunes <hr/> Math <ul style="list-style-type: none"> 1 Dreambox o ST Lesson Proyecto matemático de vacaciones de verano <hr/> PE <ul style="list-style-type: none"> Fisica semana 10 <hr/> Actividades de Extensión: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA/ SS <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lexia/o Leccion Reading Plus Goals Exploring Place: The Five Senses Reflecciones de Arte <hr/> ELD <ul style="list-style-type: none"> ELD Tuesday <hr/> Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Proyecto matemático de vacaciones de verano <hr/> PE <ul style="list-style-type: none"> Fisica semana 10 <hr/> Actividades de Extensión: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA <ul style="list-style-type: none"> Leer 30 minutos independiente(1 Lexia/o Leccion Reading Plus Letter of Advice Compare and Contrast Reflecciones de Arte <hr/> ELD <ul style="list-style-type: none"> ELD miercoles <hr/> Math <ul style="list-style-type: none"> 1 Dreambox o Leccion ST Proyecto matemático de vacaciones de verano <hr/> PE <ul style="list-style-type: none"> Fisica semana 10 <hr/> Actividades de Extensión: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA/Science <ul style="list-style-type: none"> Leer 30 minutos independiente Tweet Me Escribe un poema Haiku Reflecciones de Arte <hr/> ELD <ul style="list-style-type: none"> ELD Thursday <hr/> Math <ul style="list-style-type: none"> 1 Dreambox o Leccion ST Proyecto matemático de vacaciones de verano <hr/> PE <ul style="list-style-type: none"> Fisica semana 10 <hr/> Actividades de Extensión: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring 	ELA/Science <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura para semana 5) Thanks a Million Escribe un poema Cinquain Reflecciones de Arte <hr/> ELD <ul style="list-style-type: none"> ELD viernes <hr/> Math <ul style="list-style-type: none"> 1 Dreambox o Leccion ST Proyecto matemático de vacaciones de verano <hr/> PE <ul style="list-style-type: none"> Fisica semana 10 <hr/> Actividades de Extensión: <ul style="list-style-type: none"> Strengths and Challenges SEL Mindful Coloring



The Final Countdown

List **five fun** things that happened this year.

- 1.
- 2.
- 3.
- 4.
- 5.

List **four interesting** things you learned this year.

- 1.
- 2.
- 3.
- 4.

List **three things** you are looking forward to next year.

- 1.
- 2.
- 3.

List **two challenges** you overcame this year.

- 1.
- 2.

Describe **one** really amazing, wonderful awesome day!

Art Appreciation Directions

1. Examine the three paintings.
2. Choose one painting to complete two activities.
 - a. The activities are found on slides 5–10.



Guernica by Pablo Picasso

"Guernica" is a large oil painting on canvas by Spanish artist Pablo Picasso. One of Picasso's best known works, "Guernica" was painted in 1937 and is regarded by many art critics as one of the most moving and powerful anti-war paintings in history.

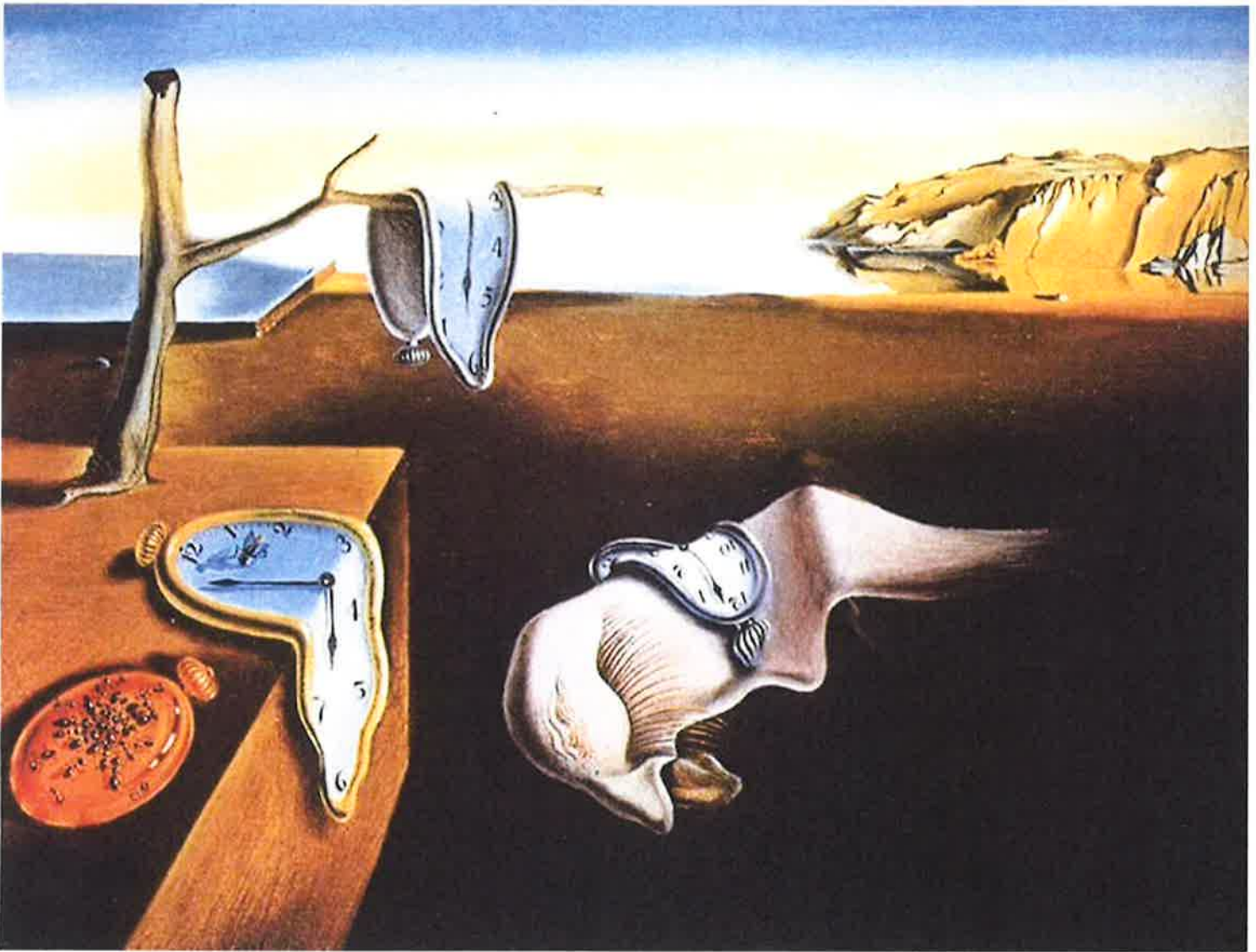
It is exhibited in the Museo Reina Sofía in Madrid. The gray, black, and white painting, which is 3.49 meters (11 ft 5 in) tall and 7.76 meters (25 ft 6 in) across, portrays the suffering of people and animals wrenched by violence and chaos. Prominent in the composition are a gored horse, a bull, screaming women, dismemberment, and flames.



Nighthawks by Edward Hopper

"Nighthawks" is a 1942 oil on canvas painting by Edward Hopper that portrays people in a downtown diner late at night as viewed through the diner's large glass window. Also portrayed are the exteriors of the urban structures across the street from the diner.

One of the best-known images of twentieth-century art, the painting depicts three customers, all lost in their own thoughts. Hopper's understanding of the expressive possibilities of light playing on simplified shapes gives the painting its beauty. Fluorescent lights had just come into use in the early 1940s, and the all-night diner emits an eerie glow, like a beacon on the dark street corner.



The Persistence of Memory (1931) – Salvador Dali

This painting depicts a scene with watches melting slowly on rocks and the branch of a tree; with the ocean as a backdrop.

Salvador Dali uses the concept of hard and soft in this painting. This concept may be illustrated in a number of ways, like the human mind moving from the softness of sleep to the hardness of reality. "The Persistence of Memory" has been much analyzed over the years as Dali never explained his work. It is considered one of the greatest masterpieces of 20th century art.



STUDENT NAME: _____ DATE: _____

ART REFLECTIONS

Instructions: Use the prompts below to write about the artwork.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

I SEE...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type

I THINK...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type



I WONDER...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type



STUDENT NAME: _____ DATE: _____

EXPLORING PLACE: THE 5 SENSES

Instructions: Imagine you have entered the painting. Describe the environment using the 5 senses.

ARTWORK TITLE: [Click here to type](#)

ARTIST/CULTURE: [Click here to type](#) DATE OF ARTWORK: [Click here to type](#)

WHAT DO YOU HEAR?

[Click here to type](#)

WHAT DO YOU SEE?

[Click here to type](#)

WHAT DO YOU SMELL?

[Click here to type](#)

WHAT TEXTURES CAN YOU FIND?

[Click here to type](#)

WHAT DO YOU TASTE?

[Click here to type](#)

HOW DOES IT FEEL TO BE HERE?

[Click here to type](#)



STUDENT NAME: _____ DATE: _____

COMPARE & CONTRAST

Instructions: Compare two works of art. Describe each one individually. Then, in the space where the two boxes connect, list things the artworks have in common.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type

Click here to type

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type

Click here to type

SIMILARITIES

Click here to type



STUDENT NAME: _____ DATE: _____

WRITE A HAIKU POEM

Instructions: Look at the artwork and answer the warm-up prompts. Use these words as inspiration to write a haiku poem about the artwork.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

WARM-UP

Write **6 ADJECTIVES** that describe the *artistic style* (or the *way it is painted*) of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 ADJECTIVES** that describe the *emotions* of the work of art – either the emotions contained in the piece, or the emotions you feel while looking at it.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 VERBS** that describe the *subject matter* of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 SIMILES** or **METAPHORS** that describe the *artistic style* of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

WRITE A HAIKU

Write a haiku poem about the artwork using the warm-up above as inspiration.

TITLE: Click here to type

Line 1: Click here to type (5 SYLLABLES)

Line 2: Click here to type (7 SYLLABLES)

Line 3: Click here to type (5 SYLLABLES)

HAIKU EXAMPLES

TITLE: *Rainstorm*

Line 1: *Crashing thunder sounds*

Line 2: *While the sky drops its contents*

Line 3: *After, a rainbow*

Daughter

Tiny burst of light

Joy erupts like solar flare

You are my sunshine



STUDENT NAME: _____ DATE: _____

WRITE A CINQUAIN POEM

Instructions: Fill in the blanks with descriptive words about the artwork to write a cinquain poem.

ARTWORK TITLE: Click to type here

ARTIST/CULTURE: Click to type here DATE OF ARTWORK: Click to type here

A CINQUAIN POEM IS
A STRUCTURED VERSE
OF FIVE LINES THAT
DO NOT RHYME.
THE CINQUAIN POEM
WAS CREATED BY
ADELAIDE CRAPSEY.



Click to type here

NOUN (Subject)

Click to type here

ADJECTIVE

Click to type here

ADJECTIVE

Click to type here

VERB (ing)

Click to type here

VERB (ing)

Click to type here

VERB (ing)

Click to type here

Click to type here

Click to type here

Click to type here

4-Word PHRASE

Click to type here

NOUN

A CINQUAIN TYPICALLY HAS A
SET NUMBER OF SYLLABLES

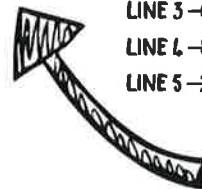
LINE 1—2 SYLLABLES

LINE 2—4 SYLLABLES

LINE 3—6 SYLLABLES

LINE 4—8 SYLLABLES

LINE 5—2 SYLLABLES



Instructions

Add a text box in the shape, so that you will be able to type in it. The text box is located on the top. It looks like a T with a box around it.

1. What goals did you set for yourself this year? Did you meet the goals? Why or why not? What did you do to meet the goals? Could you have done something different?
2. Set a goal for this summer. What will you do to achieve this goal?
3. Set a goal for next school year. What will you do to achieve this goal?

Goals



Past, Present & Future

Past Year

*This
Summer*

Next Year

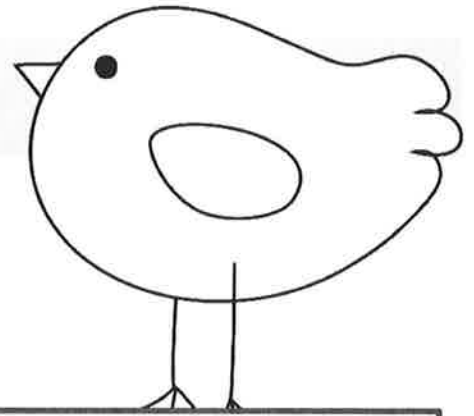
Letter of Advice



Write a letter of advice to next year's incoming students. What do they need to be successful at Potter Junior High. What hints and tips can you give the new students?

Tweet Me

Remembering the rule of tweeting is to use 140 characters or less, "tweet" the most interesting, amazing, or important concept you learned in each subject area.



ELA:

Math:

Science:

Social Studies:

P.E.

Thanks *A Million!*

Who has helped you achieve success this year at school? With your sports? With a hobby? Helped you overcome a challenge? Been extra helpful?

Brainstorm at least 5 people (friends, family, teachers, coaches, school staff) who have had a positive impact on you this school year.

- 1.
- 2.
- 3.
- 4.
- 5.

Send a thank you letter to one of the people you listed above.


Who would you like to formally thank this year?

Brainstorm all the ways this person helped you this year. Did they teach you a new skill or study strategy? Coach you to a successful sports year? Mentor you in a hobby like music or theatre? Provide a shoulder to cry on? Lift you up when you were down? What words can you use to describe them?

Write your letter in the box below. If you'd like, share this document with them, so they know the impact they had in your life.


ESL at Home 6-8 Weeks 3-4

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

Monday	Tuesday	Wednesday	Thursday	Friday
Pick a page from a book. Change all of the nouns to things you see right in front of you in your house, then read it aloud.	<p>Make a T-chart. Make a list of things you like about learning at home versus at school.</p> <div> <div>Home</div> <div>School</div> </div>	<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 346 crackers. Neveah ate one hundred three. How many are left?</p>	Go outside and look up at the clouds. Draw what you see.	Choose two animals. Draw and label their food web. Create a Venn diagram to compare their ecosystems.
Monday	Tuesday	Wednesday	Thursday	Friday
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to build a castle. How tall can you make it? How many pieces did you use? List your materials.	<p>Take a walk in your neighborhood and search for items in nature that form the shape of letters. Draw what you see.</p> 	Think of someone you would like to interview. Write them a letter with at least three questions.	<p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$21.00 Bananas = \$33.00 Ice cream = \$12.00</p>

ESL en Casa 6-8 Semanas 3-4

Usar una hoja de libreta para completar las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Escoge una pagina de un libro. Cambio todos los sustantivos a cosas que ves entre de tu casa y despues lee la pagina de nuevo en voz alta.</p>	<p>Crear una grafica T. Hacer una lista de cosas que te gusta aprender mayor que en casa que en la escuela.</p> <div> <div>Casa</div> <div>Escuela</div> </div>	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica. Omar tiene 346 galletas. Neveah comio ciento-tres. Cuantos quedan?</p>	<p>Ve afuera y volte a ver las nubes. Dibuja lo que ves.</p>	<p>Escoge dos animals y agrega que es lo que comen. Crear un diagrama que compare sus ecosistemas.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.</p>	<p>Usar galletas o dulces para hacer un castiilo? Que tan alto lo hiciste? Cuantas piezas usaste? Hacer una lista de los materiales que usaste.</p>	<p>sal a caminar en tu vecindad y busca cosas que parezcan letras. Dibjua lo que ves.</p> 	<p>Piensa en alguien a quien te gustaria entrevistar. Escribeles una carta con almenos tres preguntas.</p>	<p>usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas.</p> <p>Ejemplo: Leche = \$21.00 Platanos = \$33.00 Nieve = \$12.00</p>

Summer Vacation

Due Date: _____

Essential Question: How do we use math in the real world?
How can I budget a vacation?

In this project you will plan a 1 week trip to Disney for 2 people and create a detailed budget of the cost of your trip. Cost must not exceed \$5,000

Projects must contain ALL of the following:

- 1) The distance, in miles, from your starting location to Disney
- 2) Your transportation to Disney. Will you take a plane? Price out ACTUAL tickets from the internet. Use multiple search engines. If you fly you still will most likely have to rent a car when you arrive. You must price out ACTUAL car rentals and include a budget for gas while in traveling for the week. If you drive to Disney instead of flying you must included the type of car you will drive (will you rent?!), the gas mileage of the specific car you are using, and an accurate calculation of gas based on the current price of gas and how fuel efficient your vehicle is.
- 3) Your accommodations. Where will you be staying? You must included the name of the hotel and ACTUAL prices to stay in that hotel. Including how many nights you will stay. If you drive to Disney, will you have to stop and find a hotel for a night on the way or the way back? Included this!
- 4) Food and beverages. You must include a detailed DAILY allowance for food. Are you going to eat breakfast, lunch, and dinner out every day? Food inside the theme park will be very expensive! Will you eat fast food?
- 5) Souvenirs. Have you budgeted any money for souvenirs inside the park? Hats, t-shirts, photos, signature albums, magnets, postcards, etc.?
- 6) The price of Disney tickets. If you decided not to go to Disney World every day, what will you do the other days and how much will it cost? Include price of parking if you're going to drive.
- 7) Include a final DAILY itinerary (a written document explaining what you 2 will be doing) along with a DAILY budget including all info from 1-6 above. You will receive 1 point extra credit for every \$100 dollars you have left over!



Notes:

+ EC

Name: _____

Trip Overview

Distance to Disney: _____

Mode of Transportation: _____

If driving, type of car and gas mileage: _____

Current price of gas: _____ Calculate price of gas for trip below:

DAY 1

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 2

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 3

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 4

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 5

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 6

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DAY 7

<i>EVENT / EXPENSE</i>	<i>COST</i>
TOTAL DAILY COST	
TOTAL \$ REMAINING	

DICE ROLL STRENGTH #1

Complete three rounds for each exercise, or more if possible!

STRENGTH

Plank

Squats

Curlups

Lunge

Wall Sit

Pushups

REPS/TIME
3 DICE
ROLL

Roll 1 die and perform the strength movements listed above. Roll and add 3 dice to determine the number of reps or seconds you will perform it.

1 DICE

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DICE ROLL CARDIO #2

Complete three rounds for each exercise, or more if possible!

CARDIO

Knee to Elbow

Bounce

Jumping Jacks

Skier Jump

Flutter Kick

Jump-Twist

REPS/TIME
4 DICE ROLL

Roll 1 die and perform the cardio movements listed above. Roll and add 4 dice to determine the number of reps or seconds you will perform it.

2 DICE

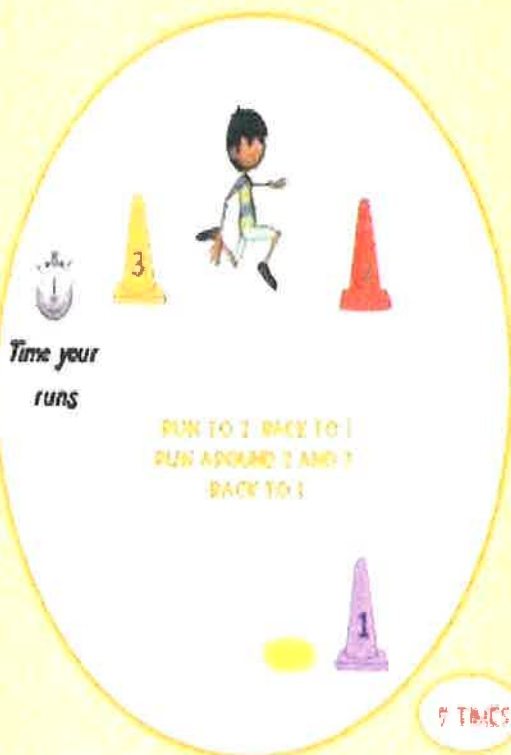
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CHALLENGE COURSES

Choose one to complete or alternate between the two!

(You could use cardboard boxes for cones and number them!)

NFL COMBINE DRILL



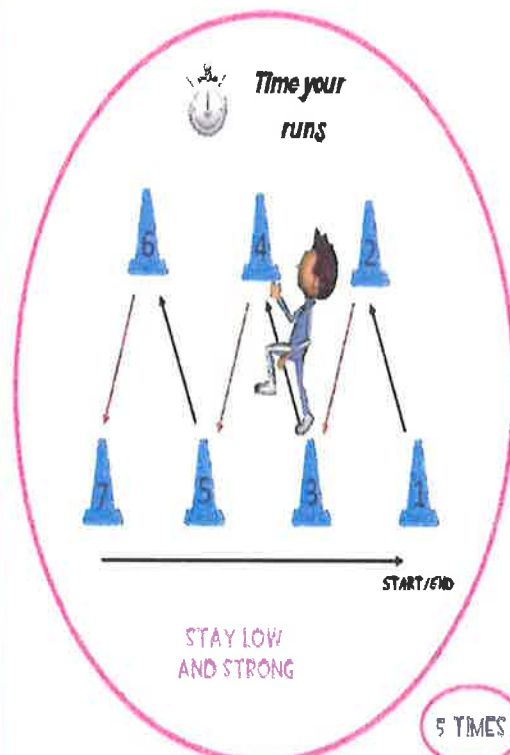
Start the drill at cone 1. A- Run to cone 2 and quickly turn back and run to cone 1. B- Turn quickly and run around cone 2 and head to cone 3. C- Go around the inside of cone 3 and head back to cone 2. D- Go around the outside of 2 and finish the drill at cone 1.

5

CONES AND POLYSPOTS



"W" RUN



Start at cone 1. Run Forward to cone 2. Back pedal to cone 3. Run Forward to cone 4. Back pedal to cone 5. Run Forward to cone 6. Back pedal to cone 7. Run back to the start.

7

CONES AND POLYSPOTS



Challenge yourself with these self tapping skills !

BALLOON STRIKING

1 TAP UP IN AIR
USE FINGER TIPS
30 Times

2 TAP UP IN AIR
1 HAND TO THE OTHER
30 Times

3 LET BALLOON FLOAT LOW
TAP UP FROM LOW POINT
20 Times

4 JUMP UP HIGH
TAP BALLOON UP IN THE AIR
20 Times

5 VOLLEY BALLOON
USE BUMPS AND SETS
30 Times

6 HOLD BALLOON
PULL STEM DOWN
JUMP UP AND CATCH
15 Times

GOOD JOB!

PE SKILLS

BALLOON SELF TAP

SUPER CHALLENGES

DAD