Arvin Union School District

Independent Study Packet

Eighth Grade

10 Day Planner

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Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio vigoroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patineta, bicicleta, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias. que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que pueda continuar aprendiendo mientras está ausente y divertirse al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

classic warmup

Complete PE/Movement activities daily.



neck tilts



neck rotations



torso rotations



chest expansions



side arm raises



arm rotations



arm cirles (wide)



side-to-side hops
feet together



side-to-side hops

SPARTAN

Complete PE/Movement activities daily.

LEVEL I 3 sets **LEVEL II** 5 sets **LEVEL III** 7 sets **REST** up to 2 minutes



20 squats



10 jump knee tucks



20 slow climbers



to failure push-ups



20sec elbow plank



40 lunges



10 sit-ups



10 leg raises



10 reverse crunches

Day 1 Reading

Independent Reading- 30 minutes - Read a book or article of your choice, complete the reading log.
Banksy Art Walk and reflection.
Read and annotate Source 1, "An artwork a day keeps the big apple at bay," for information to use in your argumentative essay.

Day 1 Writing

Complete the Banksy art reflection.
Analyze the writing prompt.

Day 1 Math

Students will complete the task **, Battery Life,** comparing two different functions, one in written form and one in a table. Students need practice making sense of different representations of functions. Students make connections to real life scenarios.

Students will practice functions using the **Rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **skills practice page** to apply math understanding about Functions: equations, tables, graphs.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 1 Lectura

Lectura independiente- 30 minutos-Lea un libro o artículo de su elección, complete el registro de lectura.
Banksy Art Walk y reflexión
Lea y anote la Fuente 1, "An artwork a day keeps the big apple at bay,", para obtener información para usar en su redacción de discusión.

Día 1 Escritura

Completa la reflexión artística de Banks.y
Analizar el mensaje de escritura.

Día 1 Matemáticas

Los estudiantes completarán una **tarea** comparando dos funciones diferentes, una en forma escrita y otra en una tabla. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la **regla 4** para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use **páginas de práctica** para aplicar la comprensión matemática sobre las funciones: ecuaciones, tablas, gráficos.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 1

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Study the pieces by the street artist, Banksy. Reflect on the following:

- **What do you notice? What do you wonder?**
- **What are some common characteristics in the art pieces?**
- **What are your impressions of the art pieces?**
- **What do you think the artist is trying to communicate through his art?**


THERE IS ALWAYS HOPE








NO FUTURE





Read and analyze the writing prompt. Identify the task and begin to plan your essay.

Your Assignment:

Because eighth graders are good at giving their opinion and can understand real issues, the Bakersfield City School District Office is holding a forum to which you have been invited to give your opinion on graffiti and art. Before you give your opinion, however, you have completed some research on your topic. Your research has turned up three sources.

Argumentative Essay Assignment

Your assignment is to use the research sources to write a multi-paragraph argumentative essay stating whether graffiti and street art should be considered art or should be considered crime. On day 1 you will take notes using source 1. On day 2, you will take notes on sources 2 and 3, as well as develop a thesis statement. Days 3, 4 and 5 you will draft and finalize your argumentative essay. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Argumentative Essay Scoring

Your argumentative essay will be scored using the following:

1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?

2. **Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?

3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Source 1

An artwork a day keeps the Big Apple at bay

By Associated Press, adapted by Newsela staff 11.10.13

NEW YORK — No one has ever photographed British graffiti artist Banksy, but he's well known, especially in New York City. That's because the secretive street artist recently ended his self-announced month long residency in the Big Apple.

During his 31-day stay in October, Banksy created surprise exhibits, sculptures and stencils spray-painted in public spaces including on streets, under bridges and on buildings. By the time the trickster left, New Yorkers were debating: Is Bansky a jerk or a genius?

Banksy began his career spray-painting buildings in Bristol, England. He is known for his distinctive stencils and political statements through art. But he has never been identified and no one knows his real name. In 2011 he was even nominated for an Academy Award for a documentary he directed called "Exit Through the Gift Shop."

Artwork placed in public areas and usually without permission is called street art. Banksy is perhaps the most famous street artist in the world.

"The Walls Started To Talk To Them"

Banksy created a new picture, video or trick every day in New York City in October. The art ranged from a stencil of a dog to a boy holding a hammer to spray-painted messages.

Throughout his 31 days in New York, Banksy put pictures of his work on BanksyNY.com, with clues as to locations but nothing precise. That sparked a treasure hunt by fans who hunted the works down, shared locations via social media, then swarmed to see them.

Before he left New York, Banksy donated a painting that he had changed. Mountains and a river were all that could be seen in the original $50 painting. Then, Banksy added a Nazi soldier to the painting, titled it "The Banality of the Banality of Evil," and re-donated it to a Manhattan charity thrift store called Housing Works.

The store sells used items to raise money to fight homelessness and AIDS. The charity put Banksy's altered painting up for sale. It eventually sold for $615,000, with the proceeds going toward the charity.

New Yorkers like Sean Lynch admire Banksy and think he is "one of the more captivating artists of our generation." He described visiting Banksy's works around the city as magical and liked hearing conversations about art that Banksy's work inspired. He said that people of all different walks and cultures were sharing opinions, sharing stories. "The walls started to talk to them, in a way."

His WTC Essay Offends Many

But Bansky's art did not always make people happy. Some New Yorkers see Banksy as a street punk. Not an artist. They urged him to go back to England by posting on social media sites like Twitter and Facebook.

Many New Yorkers were particularly offended by an essay Banksy wrote criticizing the building replacing the World Trade Center, which was destroyed by a terror attack on 9/11. Banksy called the new design ordinary and added, "It so clearly proclaims the terrorists won." He offered the essay to The New York Times. The newspaper wouldn't print it, so Banksy posted it on his website.

"The terrorists won" comment upset New Yorkers like Brian Major, 51, of Brooklyn. "Enough!" Major said. "Who is this guy? Everybody's got a right to an opinion but what gives him any kind of credibility in New York? Shut up, Banksy! Go home!"

A lifelong New Yorker, Major says he understands graffiti as an art. But he doesn't think Banksy's art is all that good. He does think that he is good at selling his art.

Professor Radhika Subramaniam agrees. "There's plenty of wit in what he does as well as some thoroughly ordinary, sometimes pleasant sometimes common but sometimes sweet things," said Subramaniam, who teaches at Parsons The New School for Design in Manhattan. She went on to explain that no matter how Banksy's work is viewed, there is no denying that he is an expert when it comes to promoting his work to the general public.

The Mayor Is Not Amused

Subramaniam says Banksy is among a group of graffiti artists whose work ultimately earned respect from respected artists. But Banksy also fits into a new space where artists use public space to create art. That leads to conversations about who owns these public spaces and what can happen there.

New York Mayor Michael Bloomberg is often credited for cleaning up New York City's public spaces. When asked about Banksy, Bloomberg called graffiti "a sign of decay and loss of control."

On his last day in New York, Banksy tagged, or signed his name, on a building. The building is located in Queens, one of New York's boroughs. But instead of using spray paint, Banksy spelled out his name with giant balloon letters. The inflatable letters were stuck to one of the building's walls and later taken down by police. The police did not consider the letters art.

Before he left New York City, Banksy explained his balloon piece on his website. The work, he said, paid respect to the most well known form of graffiti, called tagging. He also said it paid respect to New York City, the city that had basically invented tagging. Then the secretive artist joked, "Or it's another Banksy piece that's full of hot air."

Read and annotate source 1. Begin planning notes for your essay.

8th Grade Functions: Battery Life



Sam wants to take his tablet and phone on a car trip. An hour before they planned to leave, he realized that he forgot to charge the batteries last night. At that point, he plugged in both devices so they can charge as long as possible before they left.

Sam knows that his tablet has 40% of its battery life left and that the battery charges by an additional 12 percentage points every 15 minutes.

His phone is new, so Sam doesn't know how fast it is charging but he recorded the battery charge for the first 30 minutes after he plugged it in. (see the table below)

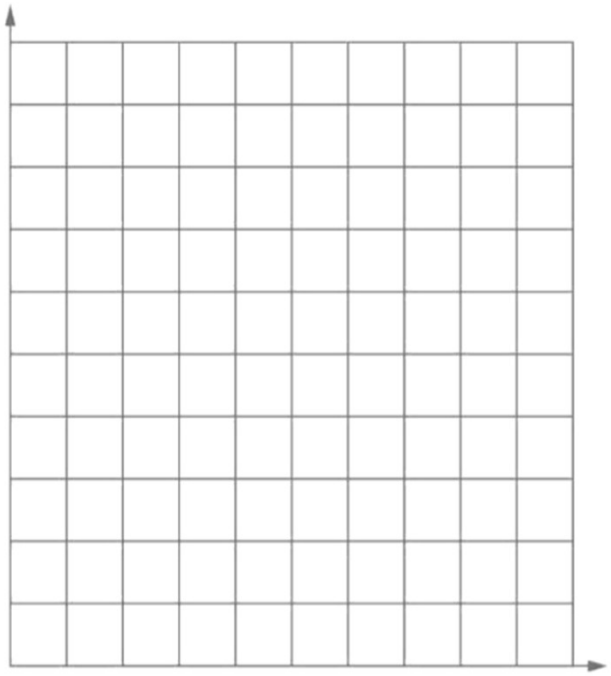
Time charging (minutes)	0	10	20	30
Phone battery charge (%)	20	32	44	56

a. If Sam's family leaves as planned, what percent of the battery will be charged for each of the two devices when they leave?

b. How much time would Sam need to charge the battery 100% on both devices?

http://tasks.illustrativemathematics.org/content-standards/8/F/A/2/tasks/641

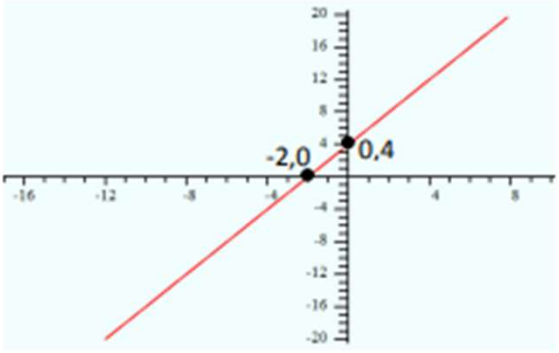
RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**Meat costs $8.00 per pound at a store.** **What is the slope? _____** **What is the y-intercept? _____**

Name _____ Date _____

Function to Model a Linear Relationship - Guided Lesson:

1) Write an equation that models the linear relationship in the graph below.



2. Write an equation that models the linear relationship in the table below.

x	y
12	14
14	15
16	16

3. Write an equation that models the linear relationship in the table below.

x	y
16	18
18	19
20	20

Tons of Free Math Worksheets at: © www.mathworksheetsland.com

Use any strategy to solve

Use models or visuals

$$\frac{3}{9} = \frac{21}{k}$$

Write a story

How do you know your answer is correct?

Day 2 Reading

Independent Reading - 30 minutes - Read a book or article of your choice.
Complete the reading log.
Read and Annotate Source 2, "Graffiti as Art" and Source 3, "Graffiti Type Summary" for information to include in your essay.
Read *The Absolute Diary of a Part Time Indian* excerpt by Sherman Alexie.

Day 2 Writing

Draft a thesis statement for your writing prompt and outline your essay.
Complete the written responses for *The Absolute Diary of a Part Time Indian.*

Day 2 Math

Students will complete a **task** and construct a graph. Students make connection to real life scenarios and answer questions using proportional reasoning.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: Coordinate Plane, Table, Graphing.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 2 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Complete el registro de lectura.
Lea y anote Source 2, "Graffiti as Art" y la Source 3, "Resumen del Graffiti Type" para obtener información para incluir en su ensayo.
Lea *The Absolute Diary of a Part Time Indian* excerpt by Sherman Alexie.

Día 2 Escritura

Redacte una declaración de tesis para su solicitud de redacción y describa su ensayo.
Complete las respuestas escritas para The Absolute Diary of a Part Time Indian.

Día 2 Matemáticas

Los estudiantes completarán una **tarea** y construirán una gráfica. Los estudiantes se conectan a escenarios de la vida real y responden preguntas usando razonamiento proporcional.

Los estudiantes practicarán funciones usando la **regla de 4** para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use **páginas de práctica** para aplicar la comprensión matemática sobre las funciones: plano de coordenadas, tabla, representación gráfica.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 2

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Source 2

Graffiti as Art

Any passerby in an urban city has seen the colorful, illegal "eyesore" that is graffiti. Many consider the spray-painted pieces a problem. However, graffiti has been gaining recognition from the art world more and more as a legitimate form of art. When most people think of graffiti, they imagine "tags," or a stylized writing of a person's name. Tags are the most popular forms, but graffiti art is much more than that. Graffiti can be a colorful mural with a message of diversity or a black and white stencil piece social injustice. Graffiti art makes a statement.

Aesthetics

George C. Stowers wrote that based on visual criteria, graffiti has to be considered an art form. There is a difference between simple tags and more complicated pieces. Tags have little visual appeal and probably should not be considered art. However, larger pieces require planning and imagination and contain artistic elements like color and composition. Stowers provides the example of wildstyle, a writing style of interlocking letters, to show the level of artistic quality that is shown in these works. "Wildstyle changes with each artist's interpretation of the alphabet, but it also relies on the use of primary colors, fading, foreground and background, and the like to create these letters," he writes. The artist's intention is to produce a work of art, and that must be taken into account when considering street art's legitimacy." Stowers explains that graffiti cannot be dismissed because of its location and illegality. The only challenge graffiti faces as being considered an art form is that it is often displayed on public property and is illegal.

A Nod from the Art Crowd

People are used to seeing graffiti art in public spaces. After all, that's what makes it graffiti. However, after years of gaining recognition by the art community, graffiti art has been shown in various galleries in New York and London. Graffiti artists are often asked to do legal murals and other work for art shows.

One of the most famous graffiti artists, Banksy, has had his work shown in galleries such as Sotheby's in London. Celebrities such as Angelina Jolie and Brad Pitt have purchased his work for a hefty price. Recognition by the art world and inclusion in galleries and auctions is one way that graffiti art has become "real" art. In addition, this exposure has helped the graffiti movement to launch into the rest of the world.

Source 2

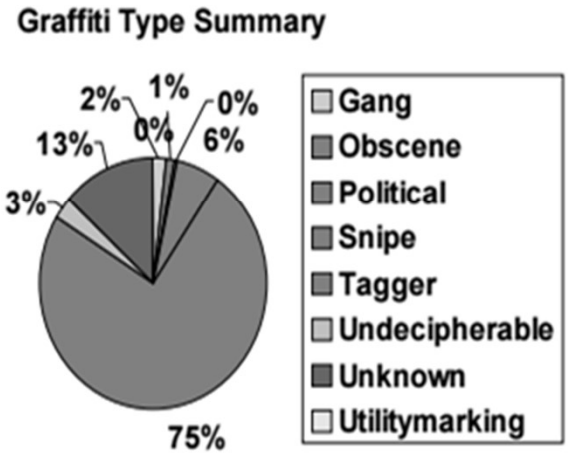
A Style All Its Own

Like all other artistic forms, graffiti has experienced movements or changes in style. Graffiti has changed from a tag scribbled on a subway train to a large, complex mural on a billboard. The tools and the means have changed as well. Markers were traded in for spray paint, and stencils and stickers were introduced to make pieces easier to execute in a hurry. The messages have also changed. Graffiti has always been somewhat political, but it has come a long way from simply tagging a name to making fun of world leaders to make a statement. This is further proof that graffiti is a form of art and not just a result of random acts of vandalism. The graffiti community moves in different directions and the artwork moves with it.

http://iml.jou.ufl.edu/projects/fal107/sanchez/art.html

Source 3

Graffiti Type Summary:



Type	Case Count
Gang	20
Obscene	12
Political	5
Snipe	63
Tagger	764
Indecipherabl	30
Unknown	135
Utilitymarking	1
Total	1030

*Snipe- marketing attached to trees, walls, etc. (e.g. stickers)

Revisit the writing task below. After analyzing Source 1, Source 2 and Source 3, draft a thesis statement for your essay.

Your Assignment:

Because eighth graders are good at giving their opinion and can understand real issues, the Bakersfield City School District Office is holding a forum to which you have been invited to give your opinion on graffiti and art. Before you give your opinion, however, you have completed some research on your topic. Your research has turned up three sources.

Argumentative Essay Assignment

Your assignment is to use the research sources to write a multi-paragraph argumentative paper stating whether graffiti and street art should be considered art or should be considered crime. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Argumentative Essay Scoring

Your argumentative essay will be scored using the following:

1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?

2. **Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?

3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Thesis statement:

Excerpt from The Black-Eye-of-the-Month Club

I was born with water on the brain.

Okay, so that's not exactly true. I was actually born with too much cerebral spinal fluid inside my skull. But cerebral spinal fluid is just the doctors' fancy way of saying brain grease. And brain grease works inside the lobes like car grease works inside an engine. It keeps things running smooth and fast. But weirdo me, I was born with too much grease inside my skull, and it got all thick and muddy and disgusting, and it only mucked up the works. My thinking and breathing and living engine slowed down and flooded.

My brain was drowning in grease.

But that makes the whole thing sound weirdo and funny, like my brain was a giant French fry, so it seems more serious and poetic and accurate to say, "I was born with water on the brain."

Okay, so maybe that's not a very serious way to say it, either. Maybe the whole thing is weird and funny.

But, jeez, did my mother and father and big sister and grandma and cousins and aunts and uncles think it was funny when the doctors cut open my little skull and sucked out all that extra water with some tiny vacuum?

I was only six months old and I was supposed to croak during the surgery. And even if I somehow survived the mini-Hoover, I was supposed to suffer serious brain damage during the procedure and live the rest of my life as a vegetable.

Well, I obviously survived the surgery. I wouldn't be writing this if I didn't, but I have all sorts of physical problems that are directly the result of my brain damage.

First of all, I ended up having forty-two teeth. The typical human has thirty-two, right?

But I had forty-two.

Ten more than usual.

Ten more than normal.

Ten teeth past human.

My teeth got so crowded that I could barely close my mouth. I went to Indian Health Service to get some teeth pulled so I could eat normally, not like some slobbering vulture. But the Indian Health Service funded major dental work only once a year, so I had to have all ten extra teeth pulled in one day.

And what's more, our white dentist believed that Indians felt only half as much pain as white people did, so he gave us only half the Novocain.

What a bastard, huh?

Indian Health Service also funded eyeglass purchases only once a year and offered one style: those ugly, thick, black plastic ones.

My brain damage left me nearsighted in one eye and farsighted in the other, so my ugly glasses were all lopsided because my eyes were so lopsided.

I got headaches because my eyes were, like, enemies, you know, like they used to be married to each other but then hated each other's guts.

And I started wearing glasses when I was three, so I ran around the reservation (the rez!) looking like a three-year-old Indian grandpa.

And, oh, I was skinny. I'd turn sideways and disappear.

But my hands and feet were huge. My feet were a size eleven when I was in third grade! With my big feet and pencil body, I looked like a capital L walking down the road.

And my skull was enormous.

Epic.

My head was so big that little Indian skulls orbited around it. Some of the kids called me Orbit. And other kids just called me Globe. The bullies would pick me up, spin me in circles, put their fingers down on my skull, and say, "I want to go there."

So obviously, I looked goofy on the outside, but it was the inside stuff that was the worst.

First of all, I had seizures. The doctors gave me medicine for them. It was this pill called Phenobarbital, which is, like, this major sedative, so I was a junkie before I could even walk. I had to crawl across the floor in my diapers to get my fix.

Those seizures can damage your brain.

But the thing is, I was having those seizures because I already had brain damage, so I was reopening wounds each time I seized.

Yep, whenever I had a seizure, I was damaging my damage.

I haven't had a seizure in seven years, but the doctors tell me that I am "susceptible to seizure activity."

Isn't that one of the worst phrases you've ever heard?

Susceptible to seizure activity.

Doesn't that just roll off the tongue like poetry?

I also had a stutter and a lisp. Or maybe I should say I had a st-st-st-st-stutter and a lisssssssththththp.

You wouldn't think there is anything life threatening about speech impediments, but let me tell you, there is nothing more dangerous than being a kid with a stutter and a lisp. A five-year-old is cute when he lisps and stutters. Heck, most of the big-time kid actors stuttered and lisped their way to stardom.

And, jeez, you're still fairly cute when you're a stuttering and lisping six-, seven-, and eight-year-old, but it's all over when you turn nine and ten.

After that, your stutter and lisp turn you into a retard.

Everybody on the rez calls me an idiot about twice a day. They call me retard when they are pantsing me or stuffing my head in the toilet or just smacking me upside the head.

I'm not even writing down this story the way I actually talk, because I'd have to fill it with stutters and lisps, and then you'd be wondering why you're reading a story written by such an idiot.

Do you know what happens to idiots on the rez?

We get beat up.

At least once a month.

Yep, I belong to the Black-Eye-of-the-Month Club.

Sure I want to go outside. Every kid wants to go outside. But it is safer to stay at home.

So I mostly hang out alone in my bedroom and read books and draw cartoons.

Here's one of me:



I draw all the time.

I draw cartoons of my mother and father, my sister and grandmother; my best friend, Rowdy; and everybody else on the rez.

I draw because words are too unpredictable.

I draw because words are too limited.

If you speak and write in English, or Spanish, or Chinese, or any other language, then only a certain percentage of human beings will get your meaning.

But when you draw a picture, everybody can understand it.

If I draw a cartoon of a flower, then every man, woman, and child in the world can look at it and say, "That's a flower."

So I draw because I want to talk to the world. And I want the world to pay attention to me. I feel important with a pen in my hand. I feel like I might grow up to be somebody important. An artist. Maybe a famous artist. Maybe a rich artist.

That's the only way I can become rich and famous.

Just take a look at the world. Almost all of the rich and famous brown people are artists. They're singers and actors and writers and dancers and directors and poets.

So I draw because I feel like it might be my only real chance to escape the reservation. I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats.

After reading *The Absolutely True Diary of a Part-Time Indian,* respond the following questions.

How would you describe the narrator's tone when describing himself? Is this tone surprising or unexpected? Why or why not? Use examples from the text in your answer.

What kinds of things or activities does Junior do to cope with his situation? Explain in a few short sentences, citing specific examples from the excerpt in your answer.

8th Grade Functions: Heart Rate Monitoring

Serena is starting a new workout routine and wants to keep track of her heart rate to make sure that she is exercising at the optimum level. First she did a warm-up, then she did her training exercises, then she did a cool-down.

- Before beginning her workout, Serena's resting heart rate was 60 beats per minute.
- She started her workout with a warm-up. While warming up, her heart rate increased at a constant rate of 8 beats per minute each minute.
- She warmed up for 10 minutes.
- After her warm up, her heart rate held steady throughout her training exercises, which lasted for 30 minutes.
- After her training exercises, she walked for 20 minutes as a cool-down and her heart rate decreased at a constant rate, finally returning to her rest rate of 60 beats per minute by the end of her cool-down.

a. Construct a graph of Serena's heart rate, *h* in beats per minute (bpm), as a function of time, t in minutes, where *t=0* is when she started her warmup. Make sure to include the times before, during, and after her workout. *(Use graph paper on following page)*

b. For about how many minutes total was her heart rate at 100 beats per minute or above?

c. Compare how quickly her heart rate changed during her warm-up versus how quickly her heart rate changed during her cool-down.



http://tasks.illustrativemathematics.org/content-standards/8/F/B/tasks/1365

1 Block = 1/4 "



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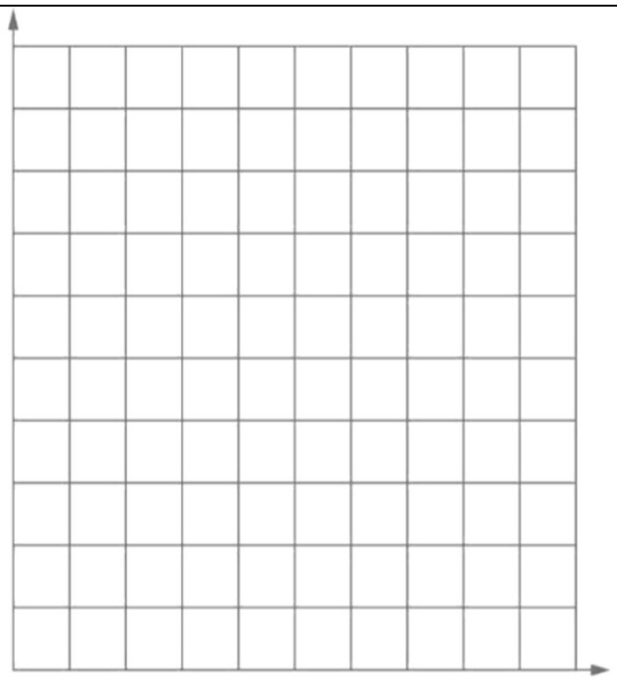


RULE OF FOUR: Multiple Representations of Mathematics

TABLE

p	c
3	15
5	25
7	35
9	45
10	50

GRAPH



EXPRESSION/EQUATION

CHECK YOUR EXPRESSION/EQUATION

DESCRIBE IN WORDS

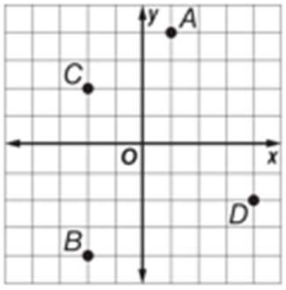
What is the slope? _____

What is the y-intercept? _____

Lesson 2 Skills Practice

Relations

Name the ordered pair for each point.



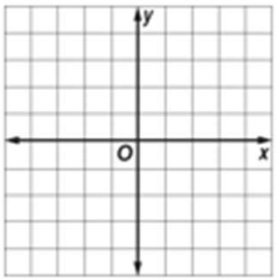
1. A

2. B

3. C

4. D

Graph each ordered pair on a coordinate plane.



5. (3, 3)

6. (1, –1)

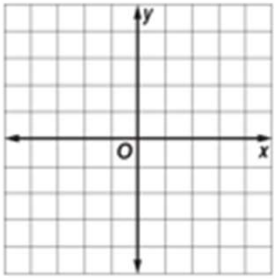
7. (–4, 2)

8. (–4, –3)

Express each relation as a table and a graph.

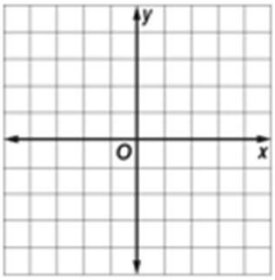
9. {(4, –2), (–1, 1), (2, –3), (3, 0)}

x	y



10. {(3, 4), (1, –2), (4, –1), (2, 2)}

x	y



Use any strategy to solve

Use models or visuals

2(x - 8) + 4x = 20

Graph your solution



How do you know your answer is correct?

Day 3 Reading

Independent Reading - 30 minutes - Read a book or article of your choice.
Complete the reading log.
Review Sources 1, 2 and 3. Complete the reading questions.

Day 3 Writing

Review *The Absolute Diary of a Part Time Indian* excerpt by Sherman Alexie and complete the writing prompt.
Begin drafting your argumentative essay.

Day 3 Math

Students will complete a **task** using scenarios to match a linear function. Student sneed practice interpreting words and connecting to functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: substitution, tables.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 3 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Completa el registro de lectura.
Repase las Fuentes 1, 2 y 3. Complete las preguntas de lectura.

Día 3 Escritura

Repase el extracto de *The Absolute Diary of a Part Time Indian* excerpt by Sherman Alexie y complete el mensaje de escritura.
Comience a redactar su ensayo argumentativo.

Día 3 Matemáticas

Los estudiantes completarán una **tarea** usando escenarios para hacer coincidir una función lineal. El estudiante necesita practicar la interpretación de palabras y conectarse a funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la **regla de 4** para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use **páginas de práctica** para aplicar la comprensión matemática sobre las funciones: sustitución, tablas.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 3

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



1. **In Source #2, the author claims that graffiti is an important form of art. Underline the sentences in the following excerpt from Source #2 which support this claim.**

"The Walls Started To Talk To Them"

Banksy created a new picture, video or trick every day in New York City in October. The art ranged from a stencil of a dog to a boy holding a hammer to spray-painted messages.

Throughout his 31 days in New York, Banksy put pictures of his work on BanksyNY.com, with clues as to locations but nothing precise. That sparked a treasure hunt by fans who hunted the works down, shared locations via social media, then swarmed to see them.

Before he left New York, Banksy donated a painting that he had changed. Mountains and a river were all that could be seen in the original $50 painting. Then, Banksy added a Nazi soldier to the painting, titled it "The Banality of the Banality of Evil," and re-donated it to a Manhattan charity thrift store called Housing Works.

The store sells used items to raise money to fight homelessness and AIDS. The charity put Banksy's altered painting up for sale. It eventually sold for $615,000, with the proceeds going toward the charity.

New Yorkers like Sean Lynch admire Banksy and think he is "one of the more captivating artists of our generation." He described visiting Banksy's works around the city as magical and liked hearing conversations about art that Banksy's work inspired. He said that people of all different walks and cultures were sharing opinions, sharing stories. "The walls started to talk to them, in a way."

RI.1

2. **Check the boxes to show the claims that each source supports.**

Claim	Source 1	Source 2	Source 3	Source 4
Graffiti is a crime.				
Graffiti is an important art form to express social dissatisfaction.				
Graffiti artists are not vandals.				

RI.1

3. **All of the sources provide information about graffiti. Which source would *most strongly* support students researching 'Community effects of graffiti?'**

A. Source #1

B. Source #2

C. Source #3

D. Source #4

RI.1

Draft your argumentative essay.

Draft your argumentative essay.

Draft your argumentative essay.

Draft your argumentative essay.

8th Grade Functions: Modeling with a Linear Function

Which of the following could be modeled by **y = 2x+5?**

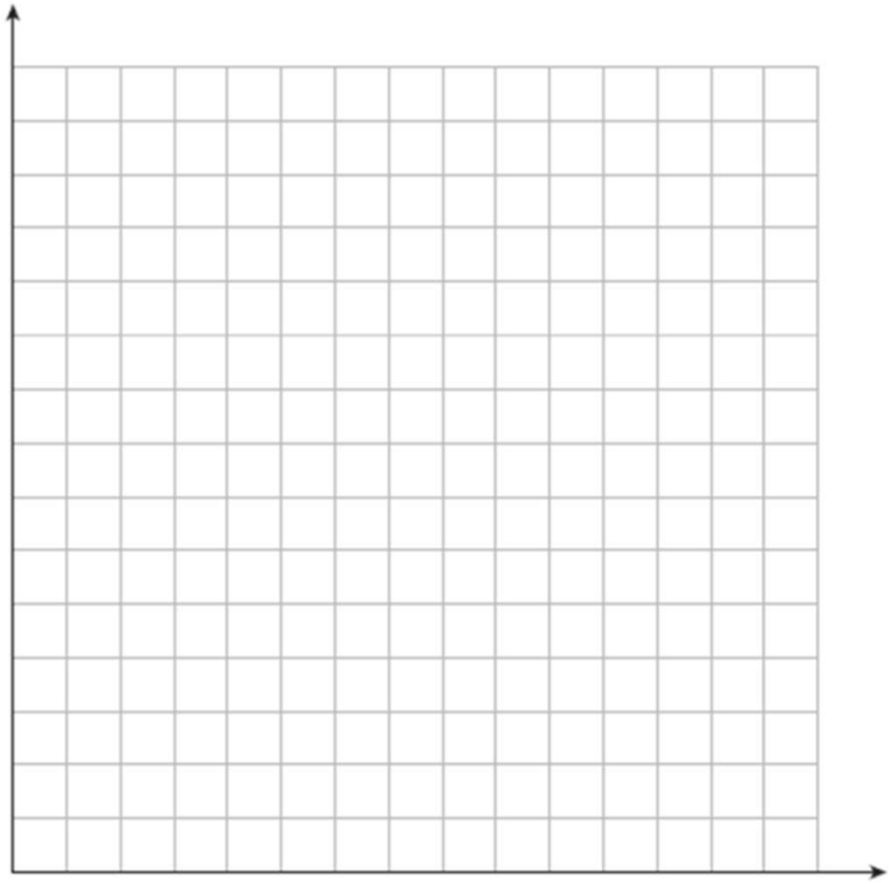
a. There are initially 5 rabbits on the farm. Each month thereafter the number of rabbits is 2 times the number in the month before. How many rabbits are there after x months?

b. Joaquin earns $2.00 for each magazine sale. Each time he sells a magazine he also gets a five-dollar tip. How much money will he earn after selling x magazines?

c. Sandy charges $2.00 an hour for pet-sitting. Owners are charged $5.00 if they arrive home later than scheduled. Assuming the owners arrive late, how much money does she earn for x hours?

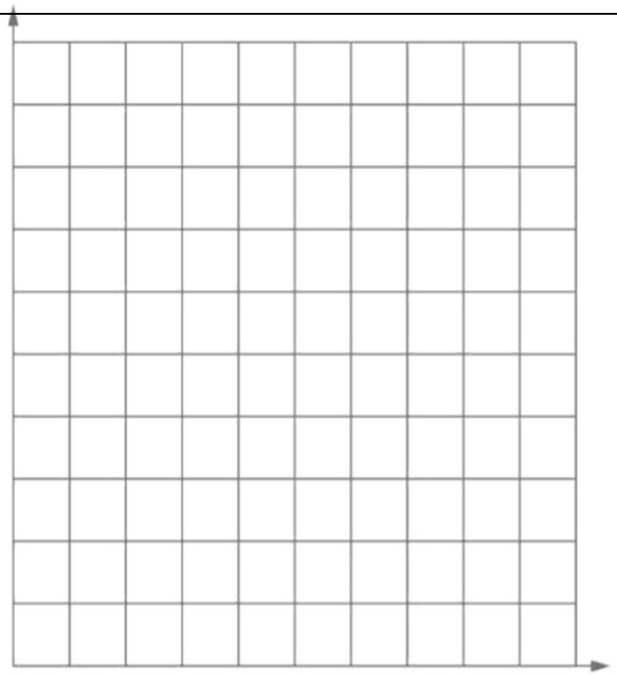
d. I have a sequence of integers. The first term of the sequence is 7 and the difference between any consecutive terms is always equal to 2.

e. Andy is saving money for a new game. He began saving with a $5.00 gift and will continue to save $2.00 each week. How much money will he have saved at the end of x weeks?



http://tasks.illustrativemathematics.org/content-standards/8/F/B/tasks/417

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**DESCRIBE IN WORDS**
$c = 3p + 5$ **CHECK YOUR EXPRESSION/EQUATION**	**What is the slope? _____** **What is the y-intercept?**

Name _____ Date _____

Functions as Inputs and Outputs - Independent Practice Worksheet

Complete all the problems.

Use graph paper on next page

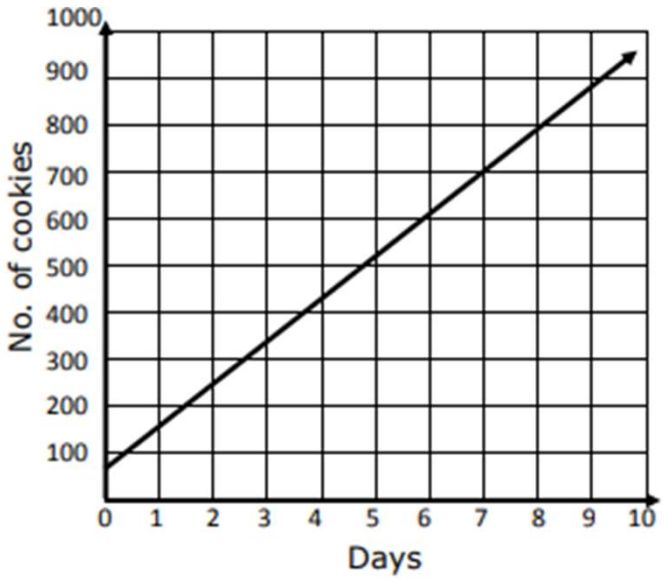
1. Graph this function:

x	0	1	2
y	0	-2	-4

2. Complete the table.

f(x) = 2x+5	x	-2	-1	1	2
	f(x)				

3. This graph shows how many cookies Julia makes over 9 days.



How many cookies will Julia make in 7 days?

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1 Block = 1/4 "



Math-Aids.Com



Use any strategy to simplify.

Use models or visuals

-4x + 5 + x + 4 = 36

Graph your solution



How do you know your answer is correct?

Day 4 Reading

Independent Reading - 30 minutes - Read a book or article of your choice. Complete the reading log.

Day 4 Writing

Draft your argumentative essay.

Day 4 Math

Students will complete a **task** explaining and interpreting their understanding of a function (words and equation).Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: Table, graph, equation.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 4 Lectura

Lectura Independiente - 30 minutos- Lee un libro o articulo de su elección. Complete el registro de lectura.

Día 4 Escritura

Redacta tu ensayo argumentativo.

Día 4 Matemáticas

Los estudiantes completaran **una tarea** explicando e interpretando su comprensión de una función (palabras y ecuaciones). Los estudiantes necesitan práctica en tener-sentido de las diferentes representaciones de funciones. Los estudiantes hacen conexiones a situaciones en la vida real.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: Table, graph, equation

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Reading Reflection DAY 4

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

8th Grade Functions: Baseball Cards



A student has had a collection of baseball cards for several years. Suppose that ***B***, the *number of cards in the collection*, can be described as a function of ***t,*** which is *time in years* since the collection was started. Explain what each of the following equations would tell us about the number of cards in the collection over time.

a. $B = 200 + 100t$

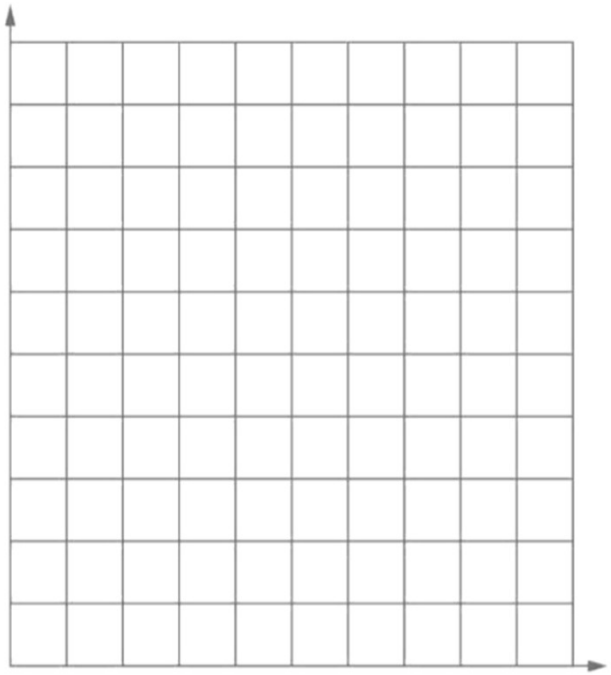
b. $B = 100 + 200t$

c. $B = 2000 - 100t$

d. $B = 100 - 200t$

http://tasks.illustrativemathematics.org/content-standards/8/F/B/4/tasks/552

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**DESCRIBE IN WORDS**
$y = 2x + 2$ **CHECK YOUR EXPRESSION/EQUATION**	**What is the slope? _____** **What is the y-intercept? _____**

Name _____ Date _____

Functions as Inputs and Outputs - Matching Worksheet

Write the letter of the answer that matches the problem.

1. Complete the table.

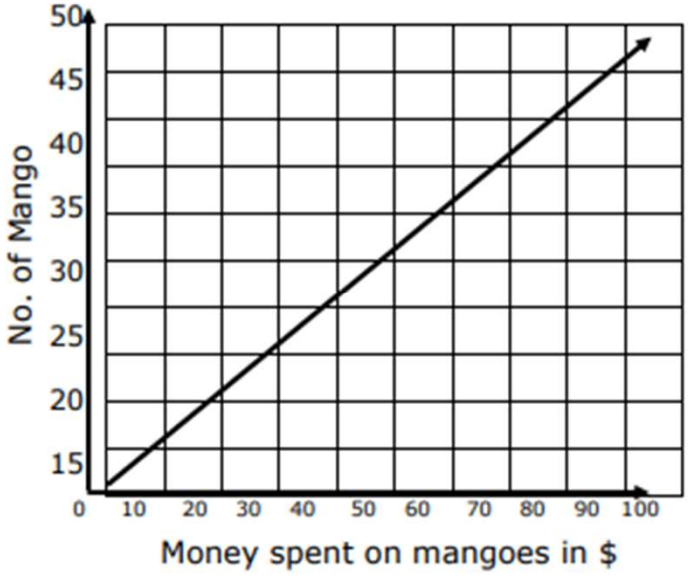
_____

f(x) = 2x	x	3	4
	f(x)		

a. 3, 4

2. This graph shows how much money Mike spent on mangoes. If Mike purchases 35 mangoes, how much money will he spend?

_____



b. 2, 1

3. Complete the table.

_____

f(x) = x +2	x	1	2
	f(x)		

c. 60

4. Complete the table.

_____

f(x) = x+3	x	-1	-2
	f(x)		

d. 6, 8

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Use any strategy to evaluate.

Use models or visuals

$(-5)^3$

Write another problem and solve

How do you know your answer is correct?

Day 5 Reading

Independent Reading - 30 minutes - Read a book or article of your choice. Complete the reading log.

Day 5 Writing

Revise, edit and complete the final draft of your essay.

Day 5 Math

Students will complete a **task** comparing two different functions, one in written form and one in a table. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: graphs, tables, equations.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 5 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección. Completa el registro de lectura

Día 5 Escritura

Revise, edite y complete el borrador final de su ensayo

Día 5 Matemáticas

Los estudiantes completarán una **tarea** comparando dos funciones diferentes, una en forma escrita y otra en una tabla. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.
Los estudiantes practicarán funciones usando la **regla de 4** para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use **páginas de práctica** para aplicar la comprensión matemática sobre las funciones: gráficos, tablas, ecuaciones

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 5

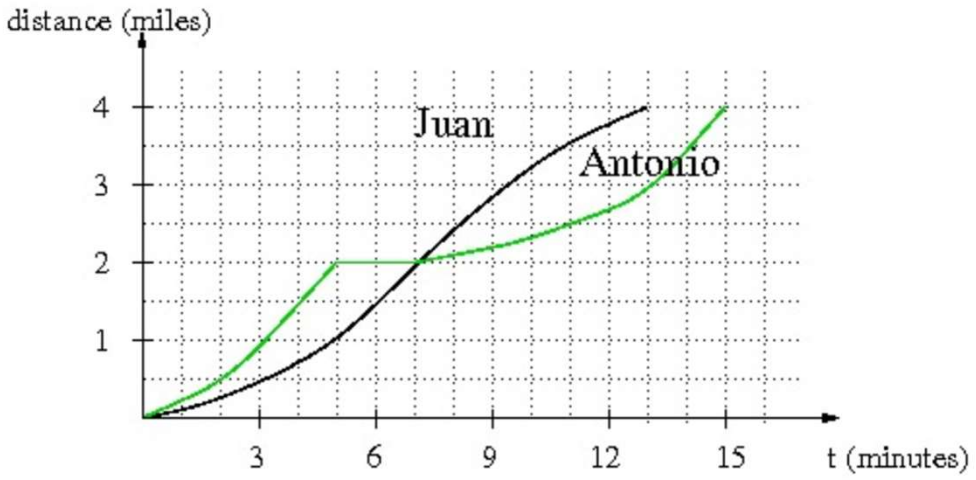
Read a book or article of your choice. Write a brief reflection or illustration of what you read.



Write the final draft of your argumentative essay.

8th Grade Functions: Bike Race

Antonio and Juan are in a 4-mile bike race. The graph below shows the distance of each racer (in miles) as a function of time (in minutes).

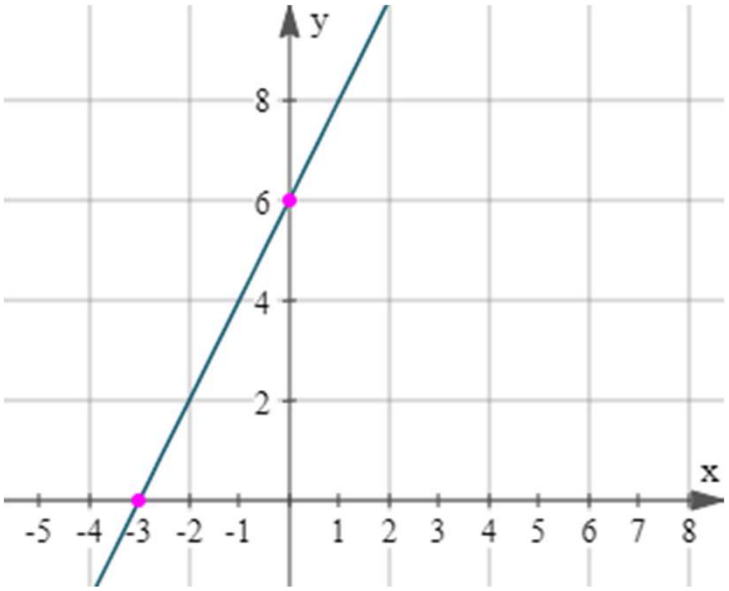


a. Who wins the race? How do you know?

b. Imagine you were watching the race and had to announce it over the radio, write a little story describing the race. (Use the next page to continue writing your story if needed)

http://tasks.illustrativemathematics.org/content-standards/8/F/B/5/tasks/633

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**DESCRIBE USING WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the slope? _____** **What is the y-intercept?_____**

Comparing Properties of Two Functions

1. Compare the two linear functions listed below and determine which has a negative slope.

Function 1: Chocolate

Jacob has 50 chocolates. He gives 4 chocolates per week to his friend. Let *y* be the chocolate remaining as a function of the number of weeks, *x*.

x	0	1	2	3
y	50	46	42	38

Function 2: Cold drinks

Ava has 10 cold drinks at the start of the day. She purchases 2 cold drinks per day for the shopkeeper. Write the rule for the total number of cold drinks as a function of the number of days, *d. c* = 10 + 2*d*

Function _____ has a negative slope.

2. Compare the following functions to determine which has a greater rate of change.

Function 1: y = 2x + 6

Function 2: y = 6x + 10

Function _____ has a greater rate of change.

3. Compare the two linear functions listed below and determine which has a negative slope.

Function 1: Toys
William is a toy shop keeper. He has 30 toys at the start of the day. He sold 6 toys per day. Write the rule for the total number of toys as a function of the number of days, d. c = 30 - 6d

Function 2: Balloons
Daniel has 20 balloons at the start of the day. He blows up 5 balloons per day. Write the rule for the total number of balloons as a function of the number of days, *d*. C = 20 + 5d

Function _____ has a negative slope.

Use any strategy to simplify

Use models or visuals

$7z^2\ 5z^4\ d^3d^8$

Write another problem and solve

How do you know your answer is correct?

Day 1 Art

Materials: Pencil, paper, and objects as subjects.

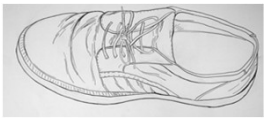
Instructions: This week we will learn a technique that many artists use. This technique is called Contour Drawing (focusing on drawing the outline/profile and outer lines of a subject).

Contour drawing your hand: Draw your hand in different positions.



Day 2 Art

Contour drawing your shoes: Draw your shoes in different positions.



Day 3 Art

Contour drawing of your backpack: Find other objects that you can use as subjects.

Day 4 Art

Contour drawing of someone in your family: Position them in different ways that will help you get the best contour lines.

Day 5 Art

Contour drawing of your choice: Find something that you would like to focus on and draw it.





Dia 1 Arte

Materiales: Lapiz, papel y objetos como sujetos.
Instrucciónes: Esta semana aprenderemos una técnica que muchos artistas usan. Esta técnica se llama dibujo de contorno (básicamente se enfoca en dibujar el contorno/perfil y las líneas externas de un sujeto).
Contorno dibujando tu mano: Dibuja más, intenta dibujar tu mano en diferentes posiciones.



Dia 2 Arte

Contorno dibujando tus zapatos: Dibuja más, intenta dibujar tus zapatos en diferentes posiciones.



Dia 3 Arte

Contorno dibujando tu mochila: Dibuja más, intenta dibujar otros objetos que puedes usar como sujetos. .

Dia 4 Arte

Contorno dibujando a alguien en tu familia: Posicionados en diferentes maneras que te ayuden a obtener las mejores líneas de contorno.

Dia 5 Arte

Dibujo de contorno deseado: Encuentra algo en que te gustaría enfocar y dibujalo.





Day 6 Reading

Independent Reading -30 minutes - Read a book or article of your choice.
Complete the reading log.
Climate Change picture walk and reflection.
Read and annotate Source 1, "Riding the climate change waves," for information to use in your narrative.

Day 6 Writing

Complete the climate change reflection.
Analyze the writing prompt.

Day 6 Math

Students will complete a **task** comparing who has the best job using tables, words, graphs. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: constructing functions.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 6 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Completa el registro de lectura
Caminata y reflexión sobre el cambio climático
Lea y anote la Fuente 1, "Riding the climate change waves," , para obtener información para usar en su narrativa

Día 6 Escritura

Completa la reflexión sobre el cambio climático.
Analizar el mensaje de escritura

Día 6 Matemáticas

Los estudiantes completarán una **tarea** comparando quién tiene el mejor trabajo usando tablas, palabras, gráficos. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la **regla de 4** para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use **páginas de práctica** para aplicar la comprensión matemática sobre Funciones: construcción de funciones

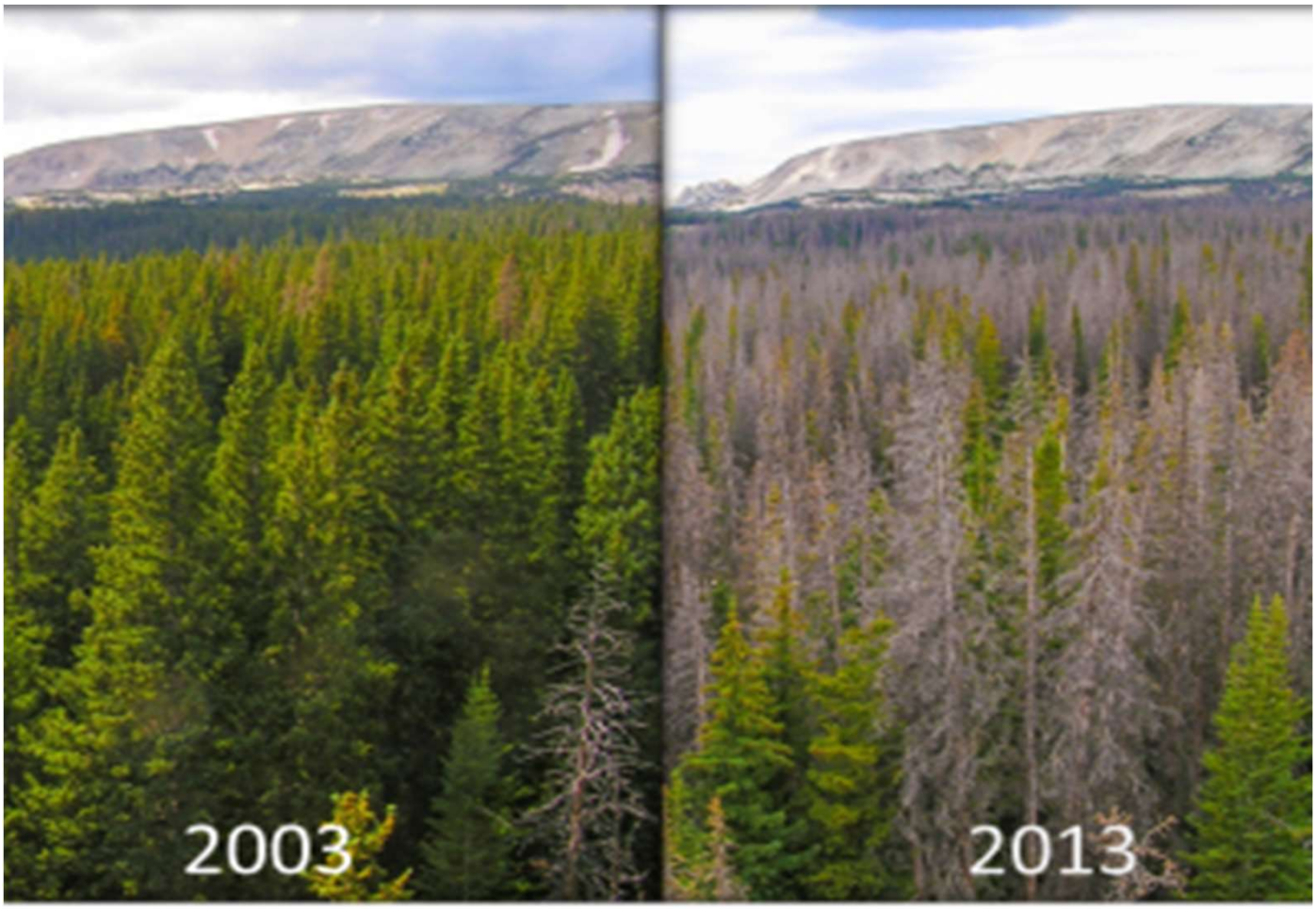
Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

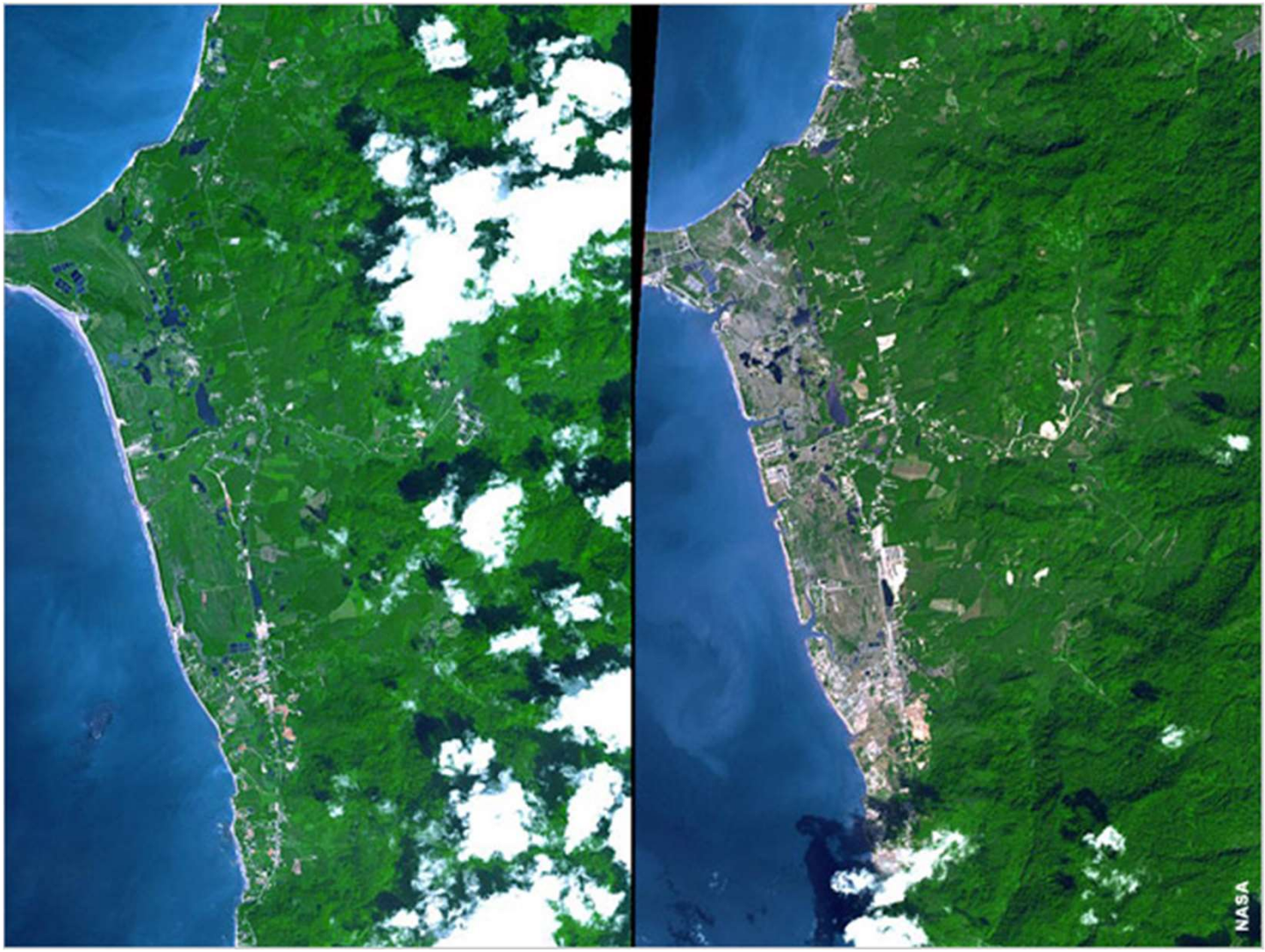
Reading Reflection DAY 6

Read a book or article of your choice. Write a brief reflection or illustration of what you read.






2003
2013


NASA

Read and Analyze the writing prompt. Identify the task and begin to plan your writing.

Your Assignment:

A book editor comes to your class and talks about his latest compilation of short stories. All of the stories include information about the climate and climate change. The editor has invited your school to submit several stories for his next compilation. Before you can write your story, you must complete some research about climate change to incorporate into your narrative. Your research has lead you to 3 articles and an infographic about the impact of climate change on the earth.

Narrative Writing Assignment

In your story, you will write about an event that occurs due to climate change. The story should be several paragraphs long. When writing your story, find ways to use information and details about climate change from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

Your story will be scored using the following:

1. **Organization purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?

2**. Development/elaboration:** How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story?

3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Read and annotate source 1. Begin planning notes for your story.

Source 1

Riding the climate change waves

SANTA CRUZ, Calif. — In 1885, three young Hawaiian princes brought surfing to North America. On a summer day, they surfed in Santa Cruz, California, using simple surfboards made from coastal redwood trees.

Today, surfers check satellite weather forecasts on their smartphones before heading to famous spots such as Steamer Lane and Pleasure Point in Santa Cruz. But the biggest change in surfing could come in the next 100 years: the waves themselves may be changing.

Worrisome Changes Global climate change could affect many of the best surfing spots worldwide, as the Earth continues to heat up and storm patterns change. In California, Monterey Bay's famous big waves might be in trouble. The forecast here is not certain, but it does not look good.

“It definitely worries me,” said big-wave rider Jake Wormhoudt, who has already noticed changes in water temperature and weather during the 35 years he has surfed in Santa Cruz The waves that surfers ride in California often start out in the open ocean. Storms far out in the ocean send swells — sets of waves — toward the California coast. By the year 2100, these storms could shift, sending the swells parallel to the coast instead of toward it.

A change in swells and a rise in sea-levels could wipe out many of today's beloved surfing spots.

Riding The Waves In 100 Years

Scientists used global climate models to look almost 100 years into the future. With computers and calculations scientists are able to make predictions using past conditions, current trends and expected greenhouse gas levels caused by burning oil, gas and coal. "Recently, researchers used the models to study how a warming world might affect waves”, said Li Erikson, a coastal engineer with the U.S. Geological Survey in Santa Cruz.

The results surprised both scientists and surfers who had assumed a warmer and stormier future might push more waves to the coast. “Well, I thought so, too,” Erikson said with a laugh. But, she explained, storms on land may not lead to higher waves along the coast. Good surfing conditions — large, well-shaped waves — depend on many different factors. Swells form in the deep ocean, and they are affected by local winds and storms. The swells must be sent in just the right direction to push up perfect waves. Climate change may upset this balance. “We'll roll with it,” said Pete Ogilvie, a Monterey Bay surfer for more than 30 years. He is facing the possible changes with a laid-back Surf City vibe.

The Best Waves May Shift

Climate change may affect waves in several ways. As the ocean warms, polar ice caps will continue to melt. This will cause sea levels along the Northern California coast to rise between 1 1/2 feet and 6 feet by the end of the century. Higher sea levels will change how waves break against the coast. “As we increase sea level ... those same size waves won't break over those nice bedrock ridges in the same spots that they used to,” said Curt Storlazzi, a geologist and oceanographer, with the USGS office in Santa Cruz. "They're going to break much closer to shore." John Dee has been surfing in and around the bay for 20 years. He is concerned about losing the area's low-tide surf spots — areas where waves are best when water levels are low. “If there's a 3-foot tide, everyone's out here,” he said recently as he headed out to Steamer Lane. "If there's a 5-foot tide, nobody's out here."

Climate models predict larger storms and waves on the high seas. But the North Pacific swell — which creates many of the Monterey Bay's major winter waves — is expected to shift. “As the temperature rises, especially in the Arctic, the big winter storms are moving farther north,” Storlazzi said. “So areas along California are going to become less impacted from waves."

That's a bummer for local surfers. Many of the bay's best waves come from North Pacific swells.

The El Nino Factor

There is also a weather pattern that's a wildcard in wave prediction. It's called El Niño, and it is almost impossible to predict over the long term.

El Niño brings warm and high waters to the Pacific coast. Those are perfect conditions for strong storms to drive waves and winds directly into California's coast. That could improve surf conditions around Monterey Bay, at least temporarily. “(The El Niño waves) hammer the shoreline,” Storlazzi said. “They're the biggest and best waves."

If the predictions are true, Monterey Bay could end the 21st century with poor surfing waves. Still, the shifting climate and rising seas could create better surfing conditions in other places along the California coastline. It is impossible to know just where. This uncertain future may leave some surfers looking for hard answers. Others are taking a different view. “When waves die in one spot and pick up in another, you move to that spot,” Ogilvie said.

https://newsela.com/articles/climate-surfing/id/7687/

8th Grade Functions: Who Has the Best Job?

Kelly works at an after-school program at an elementary school. The table below shows how much money he earned every day last week.

Time Worked	1.5 hours	2.5 hours	4 hours
Money earned	$12.60	$21.00	$33.60

Mariko has a job mowing lawns that pays $7 per hour.

a. Who would make more money for working 10 hours? Explain or show work.

b. Draw a graph that represents y, the amount of money Kelly would make for working x hours, assuming she made the same hourly rate she was making last week. (use following page)

c. Using the same coordinate axes, draw a graph that represents y, the amount of money Mariko would make for working x hours. (use following page)

d. How can you see who makes more per hour just by looking at the graphs? Explain.

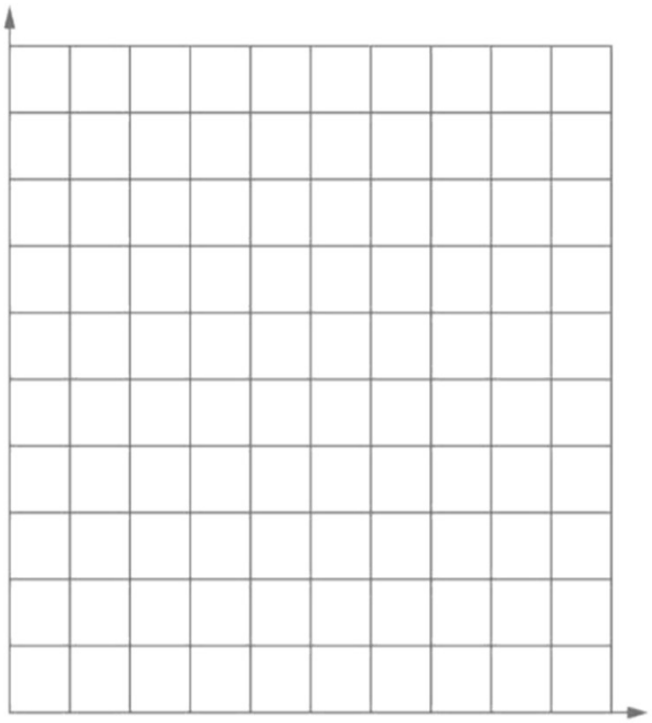
1 Block = 1/4 "



Math-Aids.Com



RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**Your parents rent a car for vacation. They pay a $100 deposit and $50 a day. How much will they pay after 5 days?** **What is the slope? _____** **What is the y-intercept?_____**

Lesson 6 Skills Practice: Construct Functions:

(you may use the graph paper on the next page if needed)

1. When Charlotte planted her tomato plant, it grew 3 inches in one week. After 5 weeks, the tomato plant was 23 inches tall. Assume the relationship is linear. *Find and interpret the rate of change (slope) and the initial value (y-intercept).*

2. The total cost of renting a vacation home includes a deposit and a daily rental fee of $125. A family rents a vacation home for 5 days and prays $700. Assume the relationship is linear. *Find and interpret the rate of change (slope) and the initial value (y-intercept).*

3. In order to enter the state fair, there is an admission cost. Each game is $3. Steven went to the state fair, played 4 games and spent a total of $20 on admission and games. Assume the relationship is linear. *Find and interpret the rate of change (slope) and the initial value (y-intercept).*

4. After writing part of his novel, Thomas is now writing 16 pages per week. After 4 weeks, he has written 85 pages. Assume the relationship is linear. *Find and interpret the rate of change (slope) and the initial value (y-intercept).*

1 Block = 1/4 "



Math-Aids.Com



Use any strategy

Use models or visuals

30% of 900

Write a story

How do you know your answer is correct?

Day 7 Reading

Independent Reading - 30 minutes - Read a book or article of your choice.
Complete the reading log.
Read and annotate Source 2, "The certainty of climate change, " source 3, "Effects of Global Warming Everywhere," and source 4, "Changing Tides."
Read the short story, "All Summer in a Day," by Ray Bradbury.

Day 7 Writing

Write a reflection of your independent reading.
Develop a story map for your narrative using details from the sources.

Day 7 Math

Students will complete a **task** comparing two different functions, one in written form and one in a table. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: Linear/ non-Linear.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 7 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Completa el registro de lectura.
Lea y anote la Fuente 2, "La certeza del cambio climático", la fuente 3, "Efectos del calentamiento global en todas partes" y la fuente 4, "Cambiando las mareas"
Lea el cuento, "All Summer in a Day," by Ray Bradbury.

Día 7 Escritura

Escribe un reflejo de tu lectura independiente.
Desarrolle un mapa de historia para su narrativa utilizando detalles de las fuentes.

Día 7 Matemáticas

Los estudiantes completarán una tarea comparando dos funciones diferentes, una en forma escrita y otra en una tabla. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la regla de 4 para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use páginas de práctica para aplicar la comprensión matemática sobre las funciones: lineal / no lineal.

Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 7

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



Source 2

The certainty of climate change

BY STEPHEN ORNES 12:21PM, OCTOBER 16, 2013

Scientists say it's "extremely likely" that human activity is boosting the planet's temperature

Earth has a fever. Scientists are more certain now than ever before that people are largely to blame.

It is "extremely likely that human activities have contributed greatly to Earth's increasing temperature," reports an international group of climate change researchers. How likely is that? Scientists say they are now 95 to 100 percent certain that people have had a big role in warming the earth. A summary of the latest report, released September 27, was based on information published through 2012.

Researchers from the Intergovernmental Panel on Climate Change, a United Nations group known as IPCC, analyzed thousands of studies. Most of those studies contained evidence suggesting a link between peoples' actions and global warming. The new report's conclusions are even more confident of humanity's role in climate than the last IPCC assessment, issued in 2007. But even back then, IPCC considered that human activities "very likely" have been boosting global warming.

Those activities include burning fossil fuels, such as coal and gas. That burning releases a greenhouse gas called carbon dioxide. In the atmosphere, this gas traps heat close to Earth's surface. And that helps warm the planet. According to the report, carbon dioxide levels have increased by 40 percent since people started burning fossil fuels for energy, about 260 years ago.

"In the last 60 years, the atmosphere and ocean have warmed, the amounts of snow and ice have diminished, sea levels has risen, and the concentrations of greenhouse gases have increased," the IPCC reports.

It also concluded that it is "very likely" that within this century, glaciers will continue to melt and Arctic sea ice will thin even more. Less snow will cover the ground in the Northern Hemisphere, the new report predicted. And sea levels will continue to rise — most likely at a rate faster than that what's been seen in the last 40 years. Rising sea levels puts low-lying islands and coastal communities at risk.

Source 2 (cont.)

Scientists have been studying climate on a global scale since the 1950s. To do this, they collect data from satellites and on-the-ground instruments around the world. The IPCC researchers studied the measurements that were collected. They also looked at historical climate data — collected from ancient rocks — some dating back millions of years.

Scientists study the past to predict the future, but uncertainty remains about exactly what will happen. The IPCC predicts that between now and 2100, Earth's temperature will increase between 0.3 and 4.8 degrees Celsius (0.54 and 8.6 degrees Fahrenheit).

Thomas Stocker, a climate scientist at the University of Bern in Switzerland, worked on the new IPCC report. At the report's release in Stockholm, Sweden, he said he hoped people would act toslow global warming. "Limiting further warming", he said, "will require substantial and sustained reduction of greenhouse gas emissions."

The IPCC also tackled a point that's often made by those who doubt that people might be to blame for global warming. These skeptics point to data from the last 15 years. During this time, the rate of warming has leveled off. But data from such a short time period can't be used to see the big picture, the IPCC said.

Climate change skeptics often pick out weather changes that fit their arguments, says Paul Wapner. An expert in environmental politics at American University in Washington, D.C., he did not work on the new IPCC report. It "makes clear," he told Science News, "that these trends cannot be questioned."

https://student.societyforscience.org/article/certainty-climate-change

Source 3

Effects of Global Warming Signs Are Everywhere

The planet is warming, from North Pole to South Pole, and everywhere in between. Globally, the mercury is already up more than 1 degree Fahrenheit (0.8 degree Celsius), and even more in sensitive polar regions. And the effects of rising temperatures aren't waiting for some far-flung future. They're happening right now. Signs are appearing all over, and some of them are surprising. The heat is not only melting glaciers and sea ice, it's also shifting precipitation patterns and setting animals on the move.

Some impacts from increasing temperatures are already happening.

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice.
- Researcher Bill Fraser has tracked the decline of the Adélie penguins on Antarctica, where their numbers have fallen from 32,000 breeding pairs to 11,000 in 30 years.
- Sea level rise became faster over the last century.
- Some butterflies, foxes, and alpine plants have moved farther north or to higher, cooler areas.
- Precipitation (rain and snowfall) has increased across the globe, on average.
- Spruce bark beetles have boomed in Alaska thanks to 20 years of warm summers. The insects have chewed up 4 million acres of spruce trees.
- Other effects could happen later this century, if warming continues.
- Sea levels are expected to rise between 7 and 23 inches (18 and 59 centimeters) by the end of the century, and continued melting at the poles could add between 4 and 8 inches (10 to 20 centimeters).
- Hurricanes and other storms are likely to become stronger.
- Species that depend on one another may become out of sync. For example, plants could bloom earlier than their pollinating insects become active. Floods and droughts will become more common. Rainfall in Ethiopia, where droughts are already common, could decline by 10 percent over the next 50 years.

- Less fresh water will be available. If the Quelccaya ice cap in Peru continues to melt at its current rate, it will be gone by 2100, leaving thousands of people who rely on it for drinking water and electricity without a source of either.
- Some diseases will spread, such as malaria carried by mosquitoes.
- Ecosystems will change—some species will move farther north and become more successful; others won't be able to move and could become extinct. Wildlife research scientist Martyn Obbard has found that since the mid 1980s, with less ice on which to live and fish for food, polar bears have gotten considerably skinnier. Polar bear biologist Ian Stirling has found a similar pattern in Hudson Bay. He fears that if sea ice disappears, the polar bears will as well.

http://environment.nationalgeographic.com/environment/global-warming/gw-effects/

Source 4

CHANGING TIDES

SHIFTING IDEAS ABOUT HUMAN RESPONSIBILITY AND GLOBAL WARMING

It can't be denied any longer: Sea levels are rising, major droughts are continuing, and record hot summers are being experienced all around the world. A recent study conducted by Yale University and George Mason University finds that for the first time since the research began in 2008, the majority of Americans believe that global warming is mostly a man-made phenomenon. And as sobering images of catastrophes make headlines, people are recognizing that the effects of their actions are not just an increasing danger to the world but a direct threat to themselves and their families.

WHERE DOES THE BLAME LIE?

Considering the number of cars on the road and the burning of fossil fuels, more people believe that global warming is primarily caused by human interference rather than pure natural changes in the environment.

GLOBAL WARMING IS MOSTLY CAUSED BY...

...HUMAN ACTIVITIES ...NATURAL CHANGES IN THE ENVIRONMENT

Percent of respondents



A LOOMING THREAT...

Just one year ago, 59% of surveyed Americans believed that global warming was a threat to future generations.

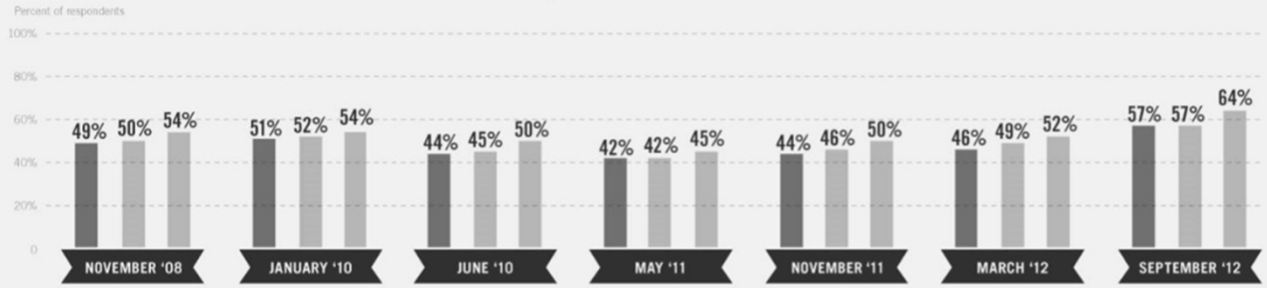
Today, 68% feel that way. More people are under the impression that global warming won't just harm the larger world; it will be felt personally.

...TO THE WORLD?

GLOBAL WARMING WILL CAUSE A "MODERATE" OR "GREAT DEAL" OF HARM TO...

...PEOPLE IN THE US ...PEOPLE IN INDUSTRIALIZED COUNTRIES ...PEOPLE IN DEVELOPING COUNTRIES

Percent of respondents

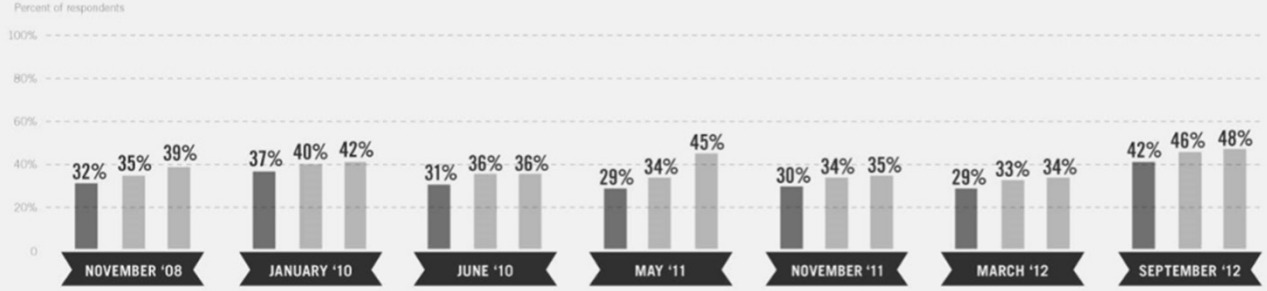


...TO YOURSELF AND THE PEOPLE AROUND YOU?

GLOBAL WARMING WILL CAUSE A "MODERATE" OR "GREAT DEAL" OF HARM TO...

...ME PERSONALLY ...MY FAMILY ...PEOPLE IN MY COMMUNITY

Percent of respondents

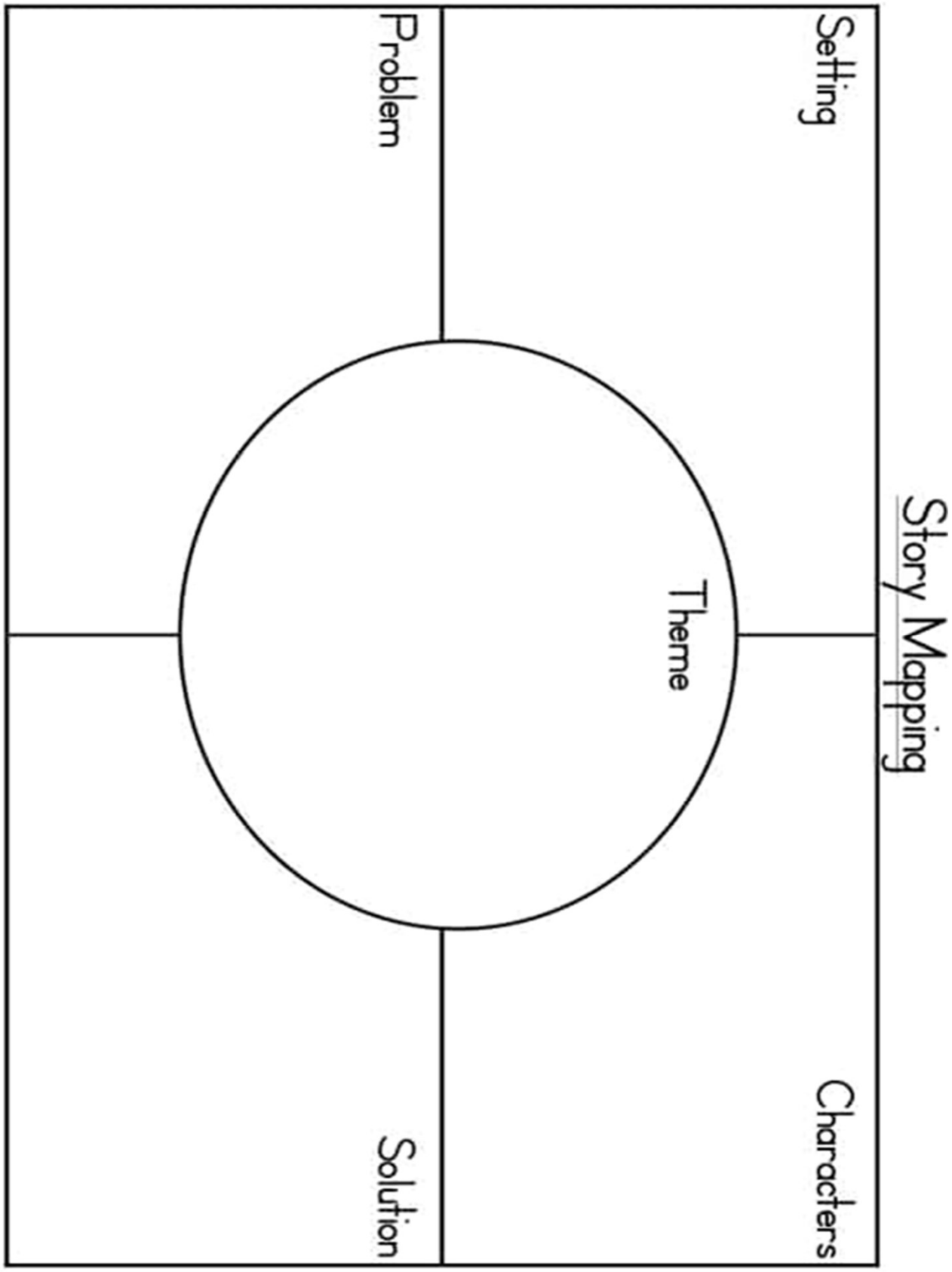


SOURCE: YALE PROJECT ON CLIMATE CHANGE COMMUNICATION

A COLLABORATION BETWEEN GOOD AND COLUMN FIVE

Read and annotate source 2, 2 and 4. Add any planning notes for your story.

Think about the information from sources 1-4. Using the details you gathered, plan your narrative using the story map below.



"Ready?"

"Ready."

"Now?"

“Soon."

"Do the scientists really know? Will it happen today, will it?"

"Look, look; see for yourself!"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It’s stopping, it’s stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn’t rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it: I think the sun is a flower, That blooms for just one hour. That was Margot’s poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys.

"I did," said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now the rain was slackening, and the children were crushed in the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes. Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're you looking at?" said William.

Margot said nothing.

"Speak when you're spoken to."

He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was. But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had clutched her hands to her ears and over her head, screaming the water mustn't touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. There was talk that her father and mother were taking her back to Earth next year; it seemed **vital** to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons of big and little **consequence.** They hated her pale snow face, her waiting silence, her thinness, and her possible future.

"Get away!" The boy gave her another push. "What're you waiting for?"

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

"Well, don't wait around here!" cried the boy **savagely.** "You won't see nothing!"

Her lips moved.

"Nothing!" he cried. "It was all a joke, wasn't it?" He turned to the other children. "Nothing's happening today. Is it?"

They all blinked at him and then, understanding, laughed and shook their heads.

"Nothing, nothing!"

"Oh, but," Margot whispered, her eyes helpless. "But this is the day, the scientists predict, they say, they know, the sun..."

"All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before the teacher comes!"

"No," said Margot, falling back.

They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

"Ready, children?" She glanced at her watch.

"Yes!" said everyone.

"Are we all here?"

"Yes!"

The rain slackened still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped the film from the projector and inserted in its place a beautiful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so **immense** and unbelievable that you felt your ears had been stuffed or you

had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came into them.

The sun came out.

It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling into the springtime.

"Now, don't go too far," called the teacher after them. "You've only two hours, you know. You wouldn't want to get caught out!"

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms. "Oh, it's better than the sun lamps, isn't it?"

"Much, much better!"

They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it. It was a nest of octopi, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them **resilient** and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide and-seek and tag, but most of all they squinted at the sun until the tears ran down their faces; they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then —

In the midst of their running one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

"Oh, look, look," she said, trembling.

They came slowly to look at her opened palm. In the center of it, cupped and huge, was a single raindrop. She began to cry, looking at it. They glanced quietly at the sun.

"Oh. Oh."

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cold around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

"Will it be seven more years?"

"Yes. Seven." Then one of them gave a little cry.

"Margot!"

"What?"

"She's still in the closet where we locked her."

"Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other's glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

"Margot."

One of the girls said, "Well...?"

No one moved.

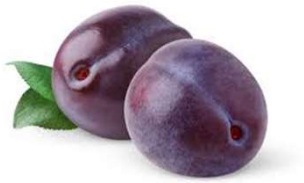
"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

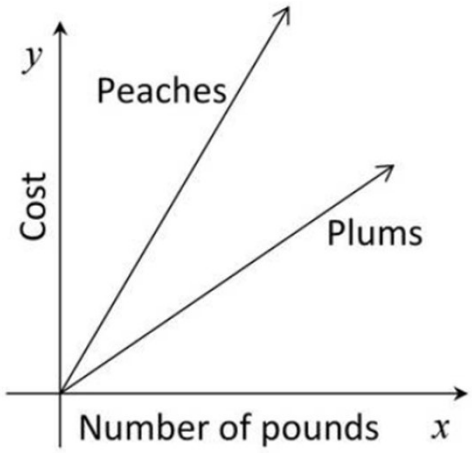
Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.

8th Expressions and Equations: Peaches and Plums



The graphs below show the cost *y* of buying *x* pounds of fruit. One graph shows the cost of buying *x* pounds of peaches, and the other shows the cost of buying *x* pounds of plums.



a. Which kind of fruit costs more per pound? Explain.

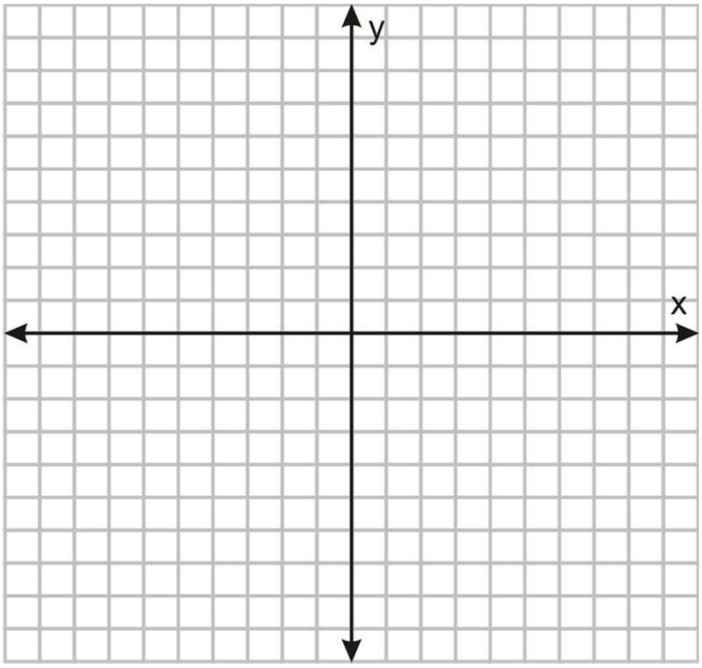
b. Bananas cost less per pound than peaches or plums. Draw a line alongside the other graphs that might represent the cost y of buying x pounds of bananas.

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE

x	f(x)
-2	4
-1	1
0	0
1	1
2	4

GRAPH



EXPRESSION/EQUATION

CHECK YOUR EXPRESSION/EQUATION

DESCRIBE IN WORDS

What is the slope? _____

What is the y-intercept? _____

Determine whether each table represents a ***linear*** or ***nonlinear*** function. I

1.

x	1	2	3	4
y	8	12	16	20

2.

x	0	2	4	6
y	5	3	0	-4

3.

x	-3	-5	-7	-9
y	5	9	13	17

4.

x	3	1	0	-2
y	7	7	7	7

5.

x	3	0	-3	-6
y	1	6	11	16

6.

x	-1	0	1	2
y	-2	0	2	4

7.

x	1	2	3	4
y	5	7	9	11

8.

x	-2	0	2	4
y	0	1	3	9

Explain how you determine if the table represents a linear or nonlinear function.

1 Block = 1/4 "



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Write an equation

Solve

Six less than seven times a number is equal to negative twenty.

Graph the solution



How do you know your answer is correct?

Day 8 Reading

Independent Reading - 30 minutes - Read a book or article of your choice.
Complete the reading log.
Review Sources 1-4 and complete the reading questions.
Review "All Summers in a Day" by Ray Bradbury and answer the reading questions.

Day 8 Writing

Complete the written responses for, "All Summer in a Day."
Begin drafting your narrative using the information from your story map.

Day 8 Math

Students will complete a **task** comparing speeds in graphs and equation while explaining their thinking. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Expressions and Equations: Solving Equations.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 8 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Completa el registro de lectura
Revise las Fuentes 1-4 y complete las preguntas de lectura
Repase "All Summers in a Day" by Ray Bradbury y responda las preguntas de lectura

Día 8 Escritura

Complete las respuestas escritas para"All Summer in a Day"
Comience a redactar su narrativa utilizando la información del mapa de su historia

Día 8 Matemáticas

Los estudiantes completarán una tarea comparando velocidades en gráficos y ecuaciones mientras explican su pensamiento. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la regla de 4 para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use páginas de práctica para aplicar la comprensión matemática sobre expresiones y ecuaciones: resolver ecuaciones

Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 8

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



Selected/Constructed Response

1. All of sources provide information about climate change. Which source would most likely be relevant to students researching the impact of global change on future generations?

A. Source 1

B. Source 2

C. Source 3

D. Source 4

2. Source 3 says, "Sea levels are expected to rise between 7 and 23 inches (18 and 59 centimeters) by the end of the century, and continued melting at the poles could add between 4 and 8 inches (10 to 20 centimeters)." What two pieces of evidence from source 1 and source 2 best supports the claim?

A. "The atmosphere and ocean have warmed." (Source 1)

"Earth has a fever." (Source 2)

B. "In California, Monterey Bay's famous big waves might be in trouble." (Source 1)

"It also concluded that it "very likely" that within this century, glaciers will continue to melt and Arctic sea ice will thin even more." (Source 2)

C. "Climate change may affect waves in several ways. As the ocean warms, polar ice caps will continue to melt. This will cause sea levels along the Northern California coast to rise between 1 1/2 feet and 6 feet by the end of the century." (Source 1) "In the last 60 years, the atmosphere and ocean have warmed, the amounts of snow and ice have diminished, sea level has risen, and the concentrations of greenhouse gases have increased,' the IPCC reports." (Source 2)

D. "If the predictions are true, Monterey Bay could end the 21st century with poor surfing waves." (Source 1) "Limiting further warming, he said, 'will require substantial and sustained reduction of greenhouse gas emissions.?" (Source 2)

3. Source 4 makes the claim, "59% of surveyed Americans believed that global warming was a threat to future generations." Choose two pieces of evidence from source 2 and two pieces of evidence form source 3 that supports the claim in source 4.

_____

_____

_____

_____

After reviewing "All Summer in a Day," respond the the following questions.

How does Bradbury describe the sun? Citing at least two descriptive passages that you find in the text, explain what the sun means to the characters in the story.

_____

_____

_____

_____

_____

_____

_____

How do the children react to seeing the sun? Cite specific evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

Read and analyze the writing prompt. Identify the task and begin the rough draft of your writing.

Your Assignment:

A book editor comes to your class and talks about his latest compilation of short stories. All of the stories include information about the climate and climate change. The editor has invited your school to submit several stories for his next compilation. Before you can write your story, you must complete some research about climate change to incorporate into your narrative. Your research has lead you to 3 articles and an infographic about the impact of climate change on the earth.

Narrative Writing Assignment

A book editor comes to your class and talks about his latest compilation of short stories. After his talk, he asks everyone in your class to write their own short stories to be considered for his next compilation. Each of the stories center around climate change and the impact of climate change on the earth.

In your story, you will write about an event that occurs due to climate change. The story should be several paragraphs long. When writing your story, find ways to use information and details about climate change from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

Your story will be scored using the following:

1. **Organization purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?

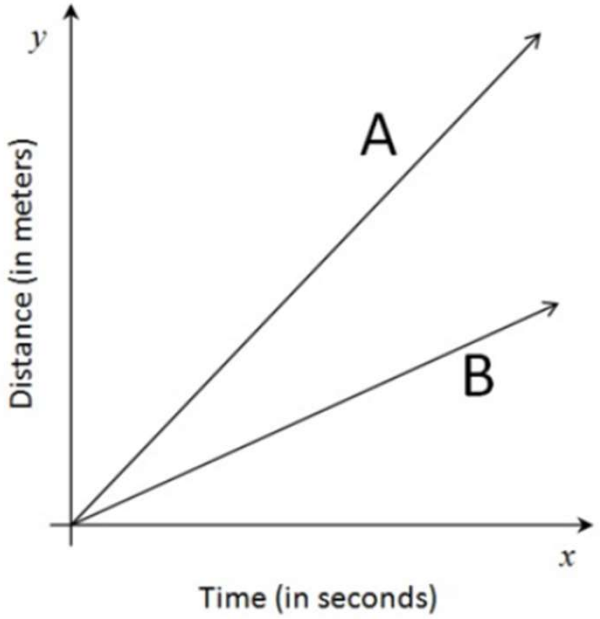
2. **Development/elaboration:** How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story?

3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Begin writing the rough draft of your narrative.

8th Expressions and Equations:
Comparing Speeds in Graphs and Equations

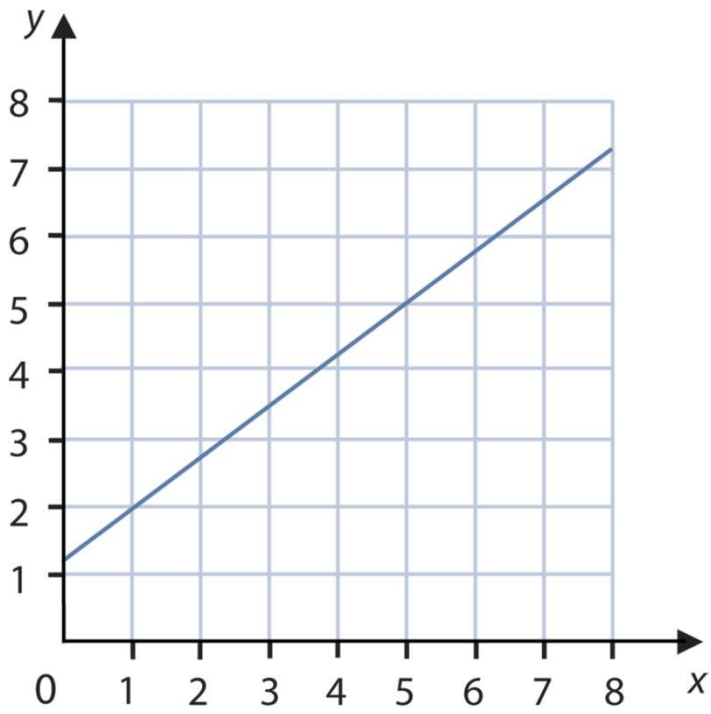
The graphs below show the distance two cars have traveled along the freeway over a period of several seconds. Car A is traveling 30 meters per second.



Which equation from those shown below is the best choice for describing the distance traveled by car B after x seconds? **Explain.**

a. y = 85x
b. y = 60x
c. y = 30x
d. y = 15x

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	**GRAPH**
	
EXPRESSION/EQUATION	**DESCRIBE IN WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the slope? _____** **What is the y-intercept?_____**

Solving Equations

x + 78 = 90	**44 + x = 90**	**x + 2x + 30 = 180**
x + 45 + 45 + 135 = 360	**x + 112 = 180**	**36 + x = 180**
7x - 3 = 18	**2(x + 6) = 108**	**8(x - 5) +7x = 65**

Write an equation

Solve using visuals

Twenty-two less than three times a number is negative seventy.

Graph the solution



How do you know your answer is correct?

Day 9 Reading

Independent Reading - 30 minutes - Read a book or article of your choice.
Complete the reading log.

Day 9 Writing

Complete the draft of your narrative.
Revise and edit the draft of your narrative.
Complete the writing prompt for "All Summer in a Day" by Ray Bradbury.

Day 9 Math

Students will complete a **task** given information to determine cost as well as graph and write equations. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Functions: Qualitative Graphs.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 9 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección.
Completa el registro de lectura.

Día 9 Escritura

Completa el borrador de tu narrativa.
Revisa y edita el borrador de tu narrativa.
Complete el mensaje de escritura para "All Summer in a Day" by Ray Bradbury.

Día 9 Matemáticas

Los estudiantes completarán una tarea con información para determinar el costo, así como representar gráficas y escribir ecuaciones. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la regla de 4 para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use páginas de práctica para aplicar la comprensión matemática sobre Funciones: Gráficos cualitativos.

Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 9

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



Review “All Summer in a Day” excerpt by Ray Bradbury and complete the writing prompt.

Why do you think the children are so mean to Margot? What traits of theirs or Margot’s influence their behavior? Answer in an essay using specific examples from the story to support your argument.

8th Expressions and Equations: Coffee by the Pound

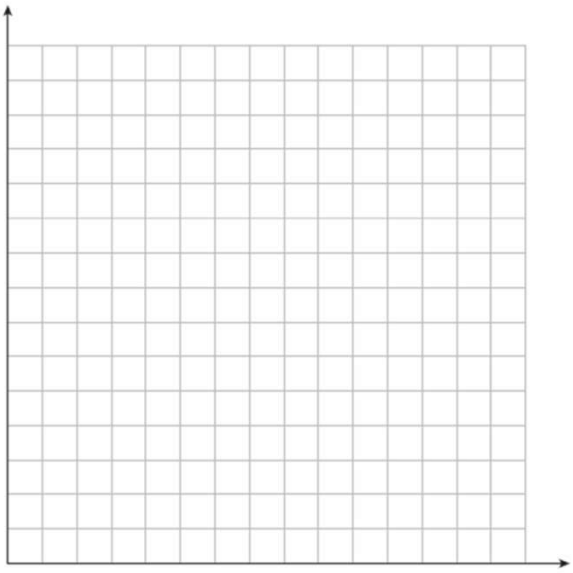


Lena paid $18.96 for 3 pounds of coffee.

a. What is the cost per pound for this coffee?

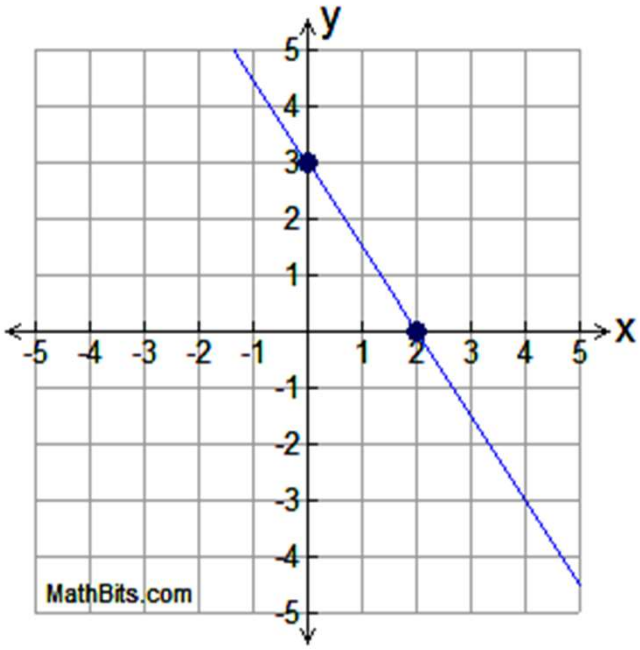
b. How many pounds of coffee could she buy for $1.00?

c. Draw a graph in the coordinate plane of the relationship between the number of pounds of coffee and the total cost.



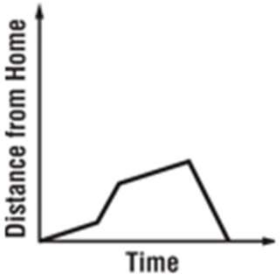
d. In this situation, what is the meaning of the slope of the line you drew in part (c)?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**DESCRIBE IN WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the slope? _____** **What is the y-intercept? _____**

Lesson 9 Skills Practice: Qualitative Graphs

The graph below displays the distance Bryan was from home as he ran in preparation for a marathon. **Describe** the change in distance over time.



The graph below displays the population of bacteria in a dish. **Describe** the change in population over time.



An oven is being preheated in order to bake a cake. **Sketch** a qualitative graph to represent the temperature of the oven over time.



A well is being dug on a piece of land. The team digs at a constant rate, takes a break for lunch, then continues digger at a slower constant rate. **Sketch** a qualitative graph that shows the depth of the well over time.



Use any strategy to solve

Use models or visuals

50 + 30z = 250 + 10z

Write a story

How do you know your answer is correct?

Day 10 Reading

Independent Reading - 30 minutes - Read a book or article of your choice. Complete the reading log.

Day 10 Writing

Revise and complete the final draft of your narrative.

Day 10 Math

Students will complete a **task** using a scenario to complete a graph, equation, and and make sense to answer questions. Students need practice making-sense of different representations of functions. Students make connection to real life scenarios.

Students will practice functions using the **rule of 4** to better connect the different representations and build fluency among them. They should complete each section. (Make a table of values, graph, write an expression, and write the description in words).

Use **practice pages** to apply math understanding about Number System: fluency practice, multiplication, rounding.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 10 Lectura

Lectura independiente: 30 minutos: lea un libro o artículo de su elección. Completa el registro de lectura.

Día 10 Escritura

Revisa y completa el borrador final de tu narrativa.

Día 10 Matemáticas

Los estudiantes completarán una tarea usando un escenario para completar un gráfico, una ecuación y tendrán sentido para responder preguntas. Los estudiantes necesitan practicar para dar sentido a las diferentes representaciones de funciones. Los estudiantes hacen conexión con escenarios de la vida real.

Los estudiantes practicarán funciones usando la regla de 4 para conectar mejor las diferentes representaciones y desarrollar fluidez entre ellas. Deben completar cada sección. (Haga una tabla de valores, grafique, escriba una expresión y escriba la descripción en palabras).

Use páginas de práctica para aplicar la comprensión matemática sobre el Sistema de números: práctica de fluidez, multiplicación, redondeo.

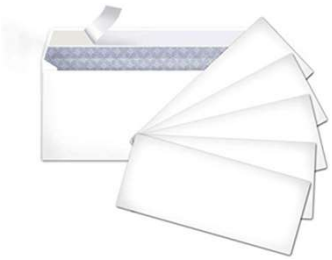
Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 10

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



8th Expressions and Equations: Stuffing Envelopes



Anna and Jason have summer jobs stuffing envelopes for two different companies. Anna earns $14 for every 400 envelops she finishes. Jason earns $9 for every 300 envelopes he finishes.

a. Draw graphs and write equations that show the earnings, y as functions of the number of envelopes stuffed, n for Anna and Jason. (use next page)

b. Who makes more from stuffing the same number of envelopes? How can you tell this from the graph?

c. Suppose Anna has savings of $100 at the beginning of the summer and she saves all her earnings from her job. Graph her savings as a function of the number of envelopes she stuffed, How does this graph compare to her previous earnings graph? What is the meaning of the slope in each case?

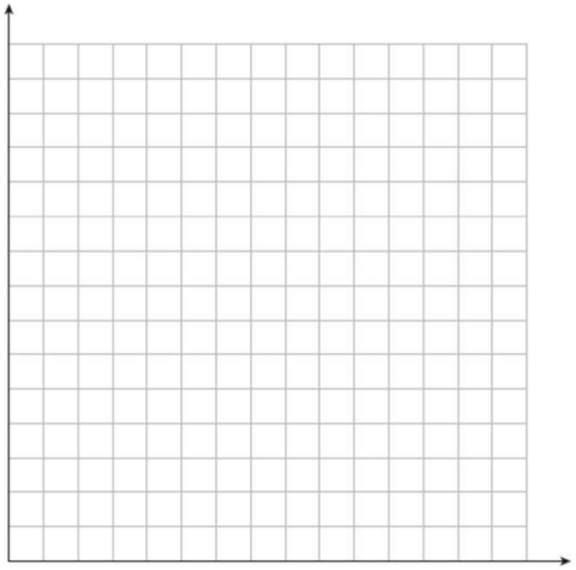
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RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**You have $10 and will save $5 a week. How many weeks will it take to have a total of $50?** **What is the slope? _____** **What is the y-intercept? _____**

Fluency Practice: Evaluate each expression for b = 6, h = 10, L = 4, and r = 12. Use 3.14 for π. Round to the nearest tenth.

$\frac{1}{2} \cdot b \cdot h$	r^2	20 - L
$\frac{1}{3} \cdot \pi \cdot r^2 \cdot h$	$2 \cdot (b + h)$	$\frac{1}{2} \cdot \pi \cdot r^2$
$4 \cdot 7 \cdot h$	$\frac{1}{3} \cdot \pi \cdot r^3$	$L - 8 + r^2$

Use any strategy to solve

Use models or visuals

$$5(x + 3) = 170$$

Write a story

How do you know your answer is correct?

Day 6 Art

Shapes
What are shapes, colors and patterns?

Day 7 Art

Background information on famous artist Henri Matisse.
Analyze his artwork from late in life, cut-out shape art pieces.

Day 8 Art

Explore patterns and creative shapes.

Day 9 Art

Begin a rough draft and decide what creative shapes you will use in your vase.

Day 10 Art

Paste shapes into the VASE template.
Do reflection page.

Dia 6 Arte

Formas

¿Cuales son las formas, colores y patrones?

Dia 7 Arte

Información general sobre el famoso artista Henri Mattise.
Analiza su obra de arte desde el final de su vida, y corta piezas de arte

Dia 8 Arte

Explora patrones y formas creativas.

Dia 9 Arte

Comience un borrador y decida qué formas creativas va a usar en su florero.

Dia 10 Arte

Pegue las formas en la página del florero modelo.
Completa la página de refleccion

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?

He was from France and liked to paint with very bright colors. He truly enjoyed the act of painting. His purpose for doing art was for others to be happy when they saw his compositions.
Late in life when he became ill he began to do paper cut-outs and made some of his most famous pieces during this time.
He was passionate about his painting.



What pattern is he using? What do you think the painting is representing?

What shapes do you see in this painting?

Write two sentences on how the creative shapes make pictures.
What images did Matisse create with shapes?

_____

_____

_____

_____



How did he use cut-outs to make patterns?

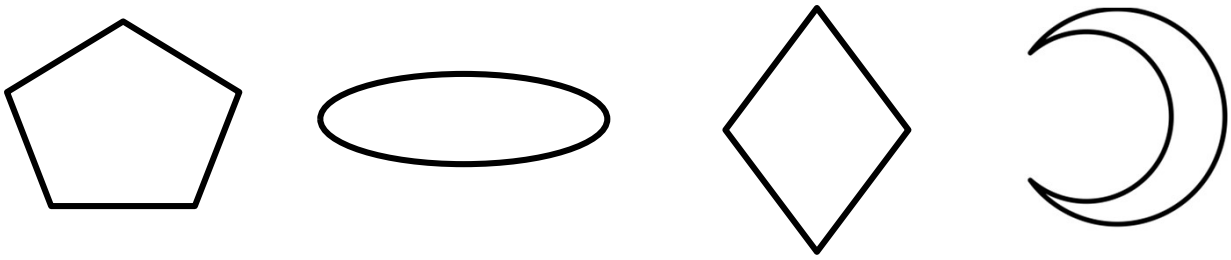
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INTRODUCTION-SHAPES

Shapes

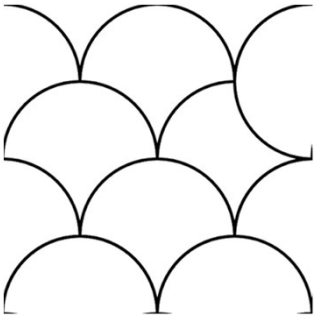
What are shapes? Identify these shapes. Are any creative shapes?



What are patterns? A pattern is a repeated design on paper or fabric.

Find objects in your home that have a pattern.



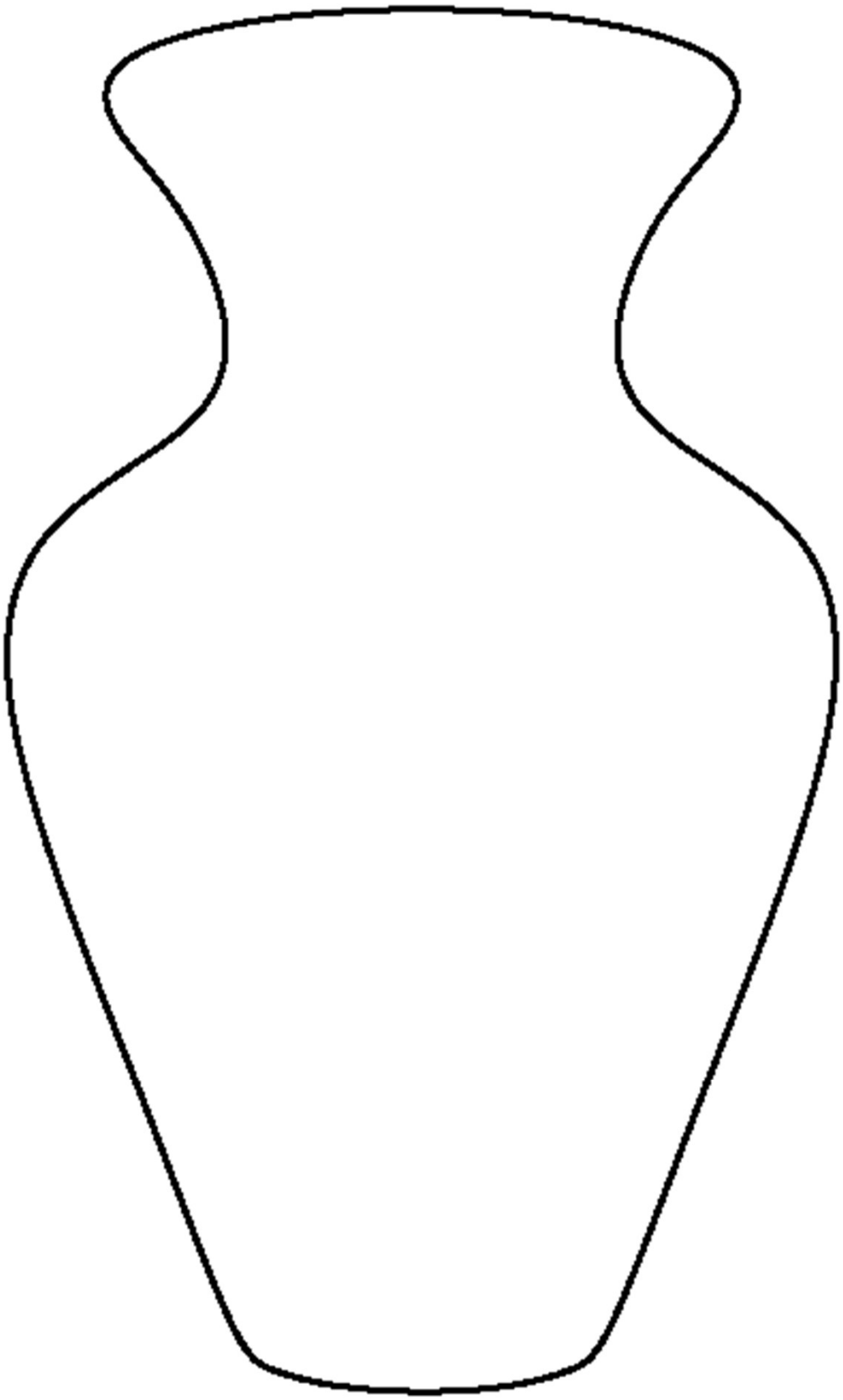


Draw a few creative shapes that are not the regular square, triangle and hexagon. Fill in with a pattern. Look at Matisse's work for inspiration.

Vase template

Name: _____

Fill in the vase with 4 different creative shapes and various patterns. Use color if you can. Use the shapes to make a pattern.



Name: _____Date: _____

End of Project Reflection



Title of your artwork:

Description of your piece:

What was your most successful part of this artwork?

What aspect of your artwork would you like recreate, redo?

What is one technique that you learned from this project that you will use in future art making?



If you had an unlimited budget or time for this artwork, what would you have done differently?

Which artists inspired you in the making of this piece?

