



Grade 8 eLearning Day 2



LET'S READ AND WRITE!

Realistic Fiction

How can I write a fictional story that is realistic?

Problem/Solution:

- One realistic problem that could happen to you in real life.

Setting:

- Realistic, descriptive settings- places that are or could be real.

Characters:

- Based on real people or could be real people. (No goblins, fairies or other mythical creatures)

Details:

- show not tell
- strong feelings, dialogue, thinking, actions!

Beginning:

- Attention grabbing - uses a strong hook

Ending: Stays true to the heart of the story (lesson learned, laugh, or surprise).

Transition words:

- At the beginning, meanwhile, finally

Proper Sentences

- subject + predicate
- who, what, when, why
- capital letters
- end punctuation
- correct spelling

Let's Review!

- Today, you will read a story that is realistic fiction.
- But, before you read, examine each part of the chart to review the characteristics of realistic fiction.

Let's Create Theories About Characters!

Character Traits
How is my character as a person?

nice	mean	Sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

- [Click here to read *Charles*.](#)
- As you are reading, keep track of what the main characters think, say, and do in a chart.
- Look at the next slide for the chart you need to complete.

THE day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trouserred, swaggering character who forgot to stop at the corner and wave good-bye to me.

He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly become raucous shouting, "Isn't anybody *here*?"

At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.

"How *was* school today?" I asked, elaborately casual.

"All right," he said.

"Did you learn anything?" his father asked.

Laurie regarded his father coldly. "I didn't learn nothing," he said.

"Anything," I said. "Didn't learn anything"

"The teacher spanked a boy, though," Laurie said, addressing his bread and butter. "For being fresh," he added, with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought. "It was Charles," he said. "He was fresh. The teacher spanked him and made him stand in a corner. He was awfully fresh."

"What did he do?" I asked again, but Laurie slid off his chair, took a cookie, and left, while his father was still saying, "See here, young man."

The next day Laurie remarked at lunch, as soon as he sat down, "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

"Good heavens," I said, mindful of the Lord's name, "I suppose he got spanked again?"

"He sure did," Laurie said. "Look up," he said to his father.

"What?" his father said, looking up.

"Look down," Laurie said. "Look at my thumb. Gee, you're dumb." He began to laugh insanely.

"Why did Charles hit the teacher?" I asked quickly.

"Because she tried to make him color with red crayons," Laurie said. "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did."

The third day—it was Wednesday of the first week—Charles bounced a see-saw on to the head of a little girl and made her bleed, and the teacher made him stay inside all during recess. Thursday Charles had to stand in a corner during story-time because he kept pounding his feet on the floor. Friday Charles was deprived of blackboard privileges because he threw chalk.

On Saturday I remarked to my husband, "Do you think kindergarten is too unsettling for Laurie? All this toughness, and bad grammar, and this Charles boy sounds like such a bad influence."

"It'll be all right," my husband said reassuringly. "Bound to be people like Charles in the world. Might as well meet them now as later."

On Monday Laurie came home late, full of news. "Charles," he shouted as he came up the hill; I was waiting anxiously on the front steps. "Charles," Laurie yelled all the way up the hill, "Charles was bad again."

"Come right in," I said, as soon as he came close enough. "Lunch is waiting."

"You know what Charles did?" he demanded, following me through the door. "Charles yelled so in school they sent a boy in from first grade to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him."

"What did he do?" I asked.

"He just sat there," Laurie said, climbing into his chair at the table. "Hi, Pop, y'old dust mop."

"Charles had to stay after school today," I told my husband. "Everyone stayed with him."

"What does this Charles look like?" my husband asked Laurie. "What's his other name?"

Read!

"He's bigger than me," Laurie said. "And he doesn't have any rubbers and he doesn't ever wear a jacket."

Monday night was the first Parent-Teachers meeting, and only the fact that the baby had a cold kept me from going; I wanted passionately to meet Charles's mother. On Tuesday Laurie remarked suddenly, "Our teacher had a friend come to see her in school today."

"Charles's mother?" my husband and I asked simultaneously.

"Naaah," Laurie said scornfully. "It was a man who came and made us do exercises, we had to touch our toes. Look." He climbed down from his chair and squatted down and touched his toes. "Like this," he said. He got solemnly back into his chair and said, picking up his fork, "Charles didn't even *do* exercises."

"That's fine," I said heartily. "Didn't Charles want to do exercises?"

"Naaah," Laurie said. "Charles was so fresh to the teacher's friend he wasn't *let* do exercises."

"Fresh again?" I said.

"He kicked the teacher's friend," Laurie said. "The teacher's friend told Charles to touch his toes like I just did and Charles kicked him."

"What are they going to do about Charles, do you suppose?" Laurie's father asked him.

Laurie shrugged elaborately. "Throw him out of school, I guess," he said.

Wednesday and Thursday were routine; Charles yelled during story hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children.

With the third week of kindergarten Charles was an institution in our family; the baby was being a Charles when she cried all afternoon; Laurie did a Charles when he filled his wagon full of mud and pulled it through the kitchen; even my husband, when he caught his elbow in the telephone cord and pulled telephone, ashtray, and a bowl of flowers off the table, said, after the first minute, "Looks like Charles."

During the third and fourth weeks it looked like a reformation in Charles; Laurie reported grimly at lunch on Thursday

of the third week, "Charles was so good today the teacher gave him an apple."

"What?" I said, and my husband added warily, "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterward and the teacher said he was her helper."

"What happened?" I asked incredulously.

"He was her helper, that's all," Laurie said, and shrugged.

"Can this be true, about Charles?" I asked my husband that night. "Can something like this happen?"

"Wait and see," my husband said cynically. "When you've got a Charles to deal with, this may mean he's only plotting."

He seemed to be wrong. For over a week Charles was the teacher's helper; each day he handed things out and he picked things up; no one had to stay after school.

"The P.T.A. meeting's next week again," I told my husband one evening. "I'm going to find Charles's mother there."

"Ask her what happened to Charles," my husband said. "I'd like to know."

"I'd like to know myself," I said.

On Friday of that week things were back to normal. "You know what Charles did today?" Laurie demanded at the lunch table, in a voice slightly awed. "He told a little girl to say a word and she said it and the teacher washed her mouth out with soap and Charles laughed."

"What word?" his father asked unwisely, and Laurie said, "I'll have to whisper it to you, it's so bad." He got down off his chair and went around to his father. His father bent his head down and Laurie whispered joyfully. His father's eyes widened.

"Did Charles tell the little girl to say *that*?" he asked respectfully.

"She said it *twice*," Laurie said. "Charles told her to say it *twice*."

"What happened to Charles?" my husband asked.

"Nothing," Laurie said. "He was passing out the crayons."

Monday morning Charles abandoned the little girl and said the evil word himself three or four times, getting his mouth washed out with soap each time. He also threw chalk.

Read!

My husband came to the door with me that evening as I set out for the P.T.A. meeting. "Invite her over for a cup of tea after the meeting," he said. "I want to get a look at her."

"If only she's there," I said prayerfully.

"She'll be there," my husband said. "I don't see how they could hold a P.T.A. meeting without Charles's mother."

At the meeting I sat restlessly, scanning each comfortable matronly face, trying to determine which one hid the secret of Charles. None of them looked to me haggard enough. No one stood up in the meeting and apologized for the way her son had been acting. No one mentioned Charles.

After the meeting I identified and sought out Laurie's kindergarten teacher. She had a plate with a cup of tea and a piece of chocolate cake; I had a plate with a cup of tea and a piece of marshmallow cake. We maneuvered up to one another cautiously, and smiled.

"I've been so anxious to meet you," I said. "I'm Laurie's mother."

"We're all so interested in Laurie," she said.

"Well, he certainly likes kindergarten," I said. "He talks about it all the time."

"We had a little trouble adjusting, the first week or so," she said primly, "but now he's a fine little helper. With occasional lapses, of course."

"Laurie usually adjusts very quickly," I said. "I suppose this time it's Charles's influence."

"Charles?"

"Yes," I said, laughing, "you must have your hands full in that kindergarten, with Charles."

"Charles?" she said. "We don't have any Charles in the kindergarten."

Character Tracking Chart

Charles

Character Name	Actions	Words	Thoughts or Feelings	Character Trait Theory



Thinking About Theme

The **theme** of a story is **the message**, lesson, or moral the author wants you to learn.

What did the author want us to think about?

Where does it show up?

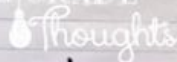
Common Themes:

- courage
- perseverance
- honesty
- good vs. evil
- kindness
- acceptance
- cooperation
- loyalty
- friendship & love
- compassion

Ask Yourself:

- What idea stays with you?
- How did the characters grow or change?

3rd GRADE



Let's Review!

Review the chart on the left.

Then, go to the next slide to answer the questions about Charles.

Question: What is one theme of the story *Charles*?
Support your answer with at least two details from the text.

I think that one theme of Shirley Jackson's **Charles** is.....

One detail from the story to support my theme is.....

Another detail from the story to support my theme is.....

The background is a solid blue color with faint, white chalkboard-style drawings. In the top left, there is a large circle divided into two sections, with '80%' in the larger section and '20%' in the smaller section. To the right of this are various mathematical symbols including a circle with a horizontal line through it, a plus sign, a minus sign, a multiplication sign, and a percent sign. Below these are the letters 'a' and 'b'. In the bottom left, there are four small human figures standing in a row. To their right are various cursive letters like 's', 'n', 'o', and 'p'.

TIME FOR MATH!

Math Warm Up!

Solve each equation

$$\frac{100}{1} = 10^x$$

$$\frac{100}{x} = 10^1$$

$$\frac{x}{100} = 10^0$$

$$\frac{100}{1000} = 10^x$$

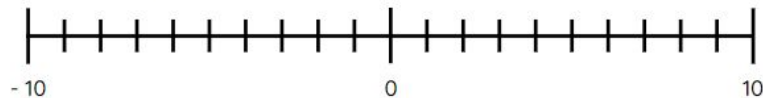
Solve these four problems.

Write the answers on a piece of paper.

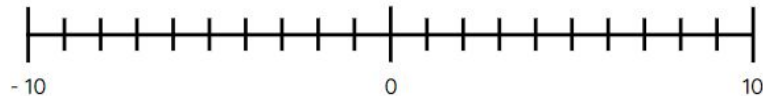
Adding and Subtracting Integers

Directions: Use the number line to model how you would solve the equation. Show your jumps on the number line. Write your answer in the box.

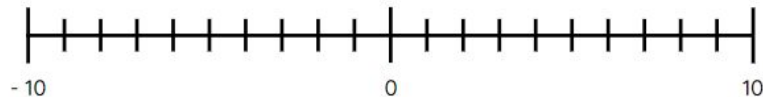
1) Solve $-9 + 5 = \square$



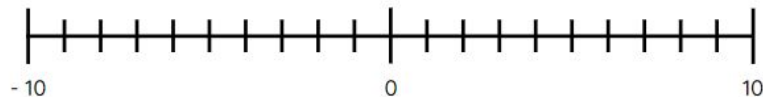
2) Solve $2 - 7 = \square$



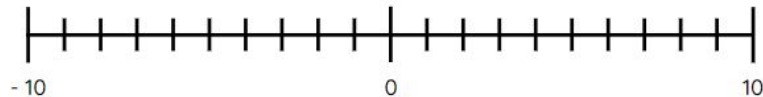
3) Solve $-6 + (-4) = \square$



4) Solve $8 - 19 = \square$



5) Solve $-1 + (-3) = \square$



Solve each problem. Write your answers on your paper.

Solve each equation.

1) $x + 9 = 12$

2) $s - 1 = 10$

Solve each problem. Write your answers on your paper.

3) $3 = z - 11$

4) $5 + y = 7$

Find the greatest common factor for each pair of numbers.

1) 28, 12

Factors of 28 = _____

Factors of 12 = _____

GCF(28, 12) = _____

**Solve each problem. Write your
answers on your paper.**

2) 90, 30

Factors of 90 = _____

Factors of 30 = _____

GCF(90, 30) = _____

3) 36, 54

Factors of 36 = _____

Factors of 54 = _____

GCF(36, 54) = _____



TIME FOR SOCIAL STUDIES!



Analyzing Primary Sources

List three things you notice about this image.

What is one question you have about the image?

Who do you think would be the audience for this photograph?

What conclusions can you draw about the artist's point of view?



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Analyzing Primary Sources

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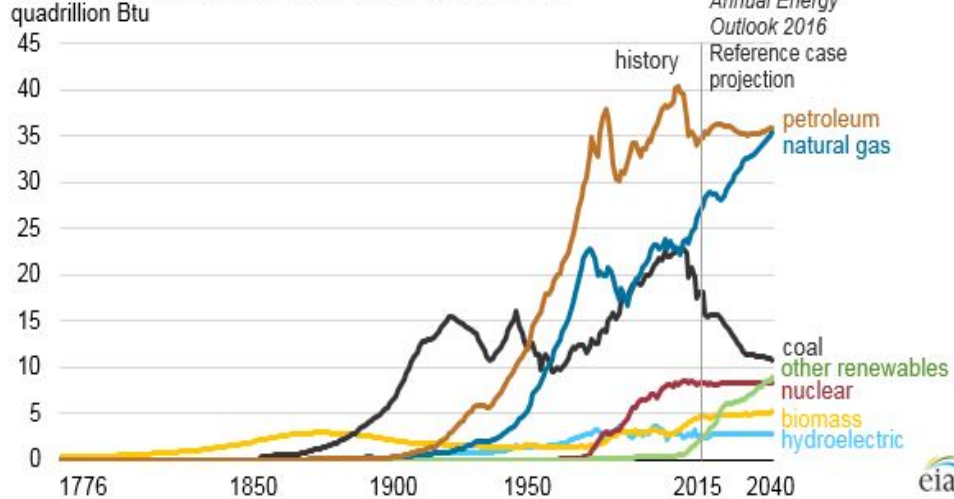
What conclusions can you draw about the artist's point of view?

A full-page background image of an astronaut in a white space suit with an American flag patch on the sleeve, working in space. The astronaut is holding a tool and is surrounded by various cables and equipment. The image has a purple color overlay.

TIME FOR SCIENCE!

What are the advantages and disadvantages of hydropower?

Energy consumption in the United States (1776-2040)



Let's have another look at this graph that we have used before.

What energy sources are projected to grow the most in the next 20 years?

Look at hydroelectric power. Write your own statement describing the future of hydroelectric power and explain possible reasons for it.

Explain: What are the advantages and disadvantages of hydroelectric power?



Image Credit: Shutterstock/constantineandrosoff

Hydropower, explained

Humans have been harnessing the energy of river currents for centuries, using water wheels spun by rivers initially to process grains and cloth. Today, hydropower provides about 16 percent of the world's electricity, generating power in all but two U.S. states.

Hydropower became an electricity source in the late 19th century, a few decades after British-American engineer James Francis developed the first modern water turbine. In 1882, the world's first hydroelectric power plant began operating in the United States along the Fox River in Appleton, Wisconsin.

How hydropower works

A typical hydroelectric plant is a system with three parts: a power plant where the electricity is produced, a dam that can be opened or closed to control water flow, and a reservoir where water is stored. The water behind the dam flows through an intake and pushes against blades in a turbine, causing them to turn. The turbine spins a generator to produce electricity.

The amount of electricity that can be generated depends on how far the water drops and how much water moves through the system. The electricity can be transported through long-distance electric lines to homes, factories, and businesses. Other types of hydropower plants make use of the flow through a waterway without a dam.

The largest hydropower plants

China, Brazil, Canada, the United States, and Russia are the five largest producers of hydropower. The world's largest hydroelectric plant in terms of installed capacity is Three Gorges (Sanxia) on China's Yangtze River, which is 1.4 miles (2.3 kilometers) wide and 607 feet (185 meters) high. The facility that actually generates the most electricity annually is the Itaipu plant situated on the Paraná River between Brazil and Paraguay.

The biggest hydropower plant in the United States is at the Grand Coulee Dam on the Columbia River in Washington, a state that gets about two-thirds of its electricity from hydropower.

Hydropower pros and cons

Hydropower has several advantages. Once a dam has been built and the equipment installed, the energy source—flowing water—is free. It's a clean fuel source renewed by snow and rainfall. Hydropower plants can supply large amounts of electricity, and they are relatively easy to adjust for demand by controlling the flow of water through the turbines.

But big dam projects can disrupt river ecosystems and surrounding communities, harming wildlife and forcing out residents. The Three Gorges Dam, for example, displaced an estimated 1.2 million people and flooded hundreds of villages.

Dams also prevent fish such as salmon from swimming upstream to spawn. While equipment such as fish ladders are designed to help salmon go up and over dams and enter upstream spawning areas, such measures aren't always effective. In some cases, fish are collected and trucked around the obstacles. Still, the presence of hydroelectric dams can often change migration patterns and hurt fish populations. In the Columbia River Basin in the Pacific Northwest, for example, salmon and steelhead have lost access to about 40 percent of their historic habitat because of dams.

Hydropower plants can also cause low dissolved oxygen levels in the water, which is harmful to river habitats. Other wildlife can be affected as well: In Indonesia, a hydroelectric project threatens rare Tapanuli orangutans because it stands to fragment their habitat.

Climate change and the increased risk of drought are also having an impact on the world's hydropower plants. In the western U.S., carbon dioxide emissions over a 15-year period were 100 megatons higher than they normally would have been, according to a 2018 study, as utilities turned to coal and gas to replace hydropower lost to drought.

Even the promise of carbon-free electricity from hydropower has been undermined by revelations that decaying organic material in reservoirs releases methane, a potent greenhouse gas that contributes to global warming.

However, some argue that the environmental impacts of hydroelectric power can be mitigated and remain low compared with burning fossil fuels. In some places, small hydro projects can take advantage of existing water flows or infrastructure. Special water intakes and turbines can help make sure water released from a dam is better aerated to address the problem of low dissolved oxygen. Dams can be planned more strategically to allow fish passages, for example, while water flows at existing dams can be calibrated to give ecosystems more recovery time from flooding cycles. And research continues on ways to make hydropower projects more friendly to the ecosystems around them.

A growing movement is also working to tear down dams that are no longer functioning or needed around the world, with the aim at restoring more natural rivers and the many benefits they provide to wildlife and people, including recreation.

Extension...

Write 5 facts about hydropower from the article above. Write on your own paper.



WHOA! Good Job!