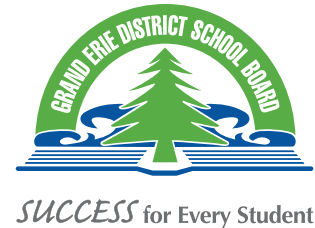


Grade 8



Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

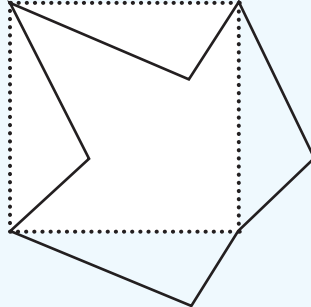
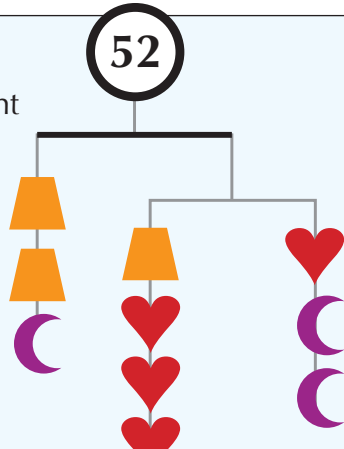
Date	Activity
Monday, June 15	Look around your house and count to ten. When you get to ten, stop and write a poem about the first object that you see. Your poem must be a minimum of 6 lines long and accurately describe the object.
Tuesday, June 16	Alphabet fun. There are many letters in the alphabet that have the same sound as others (c and k), and letters that combine to make a different sound (th). Your goal is to think about the alphabet and decide what letters we could get rid of and to create new letters to add in their place. Why did you decide on the letters you did?
Wednesday, June 17	The media can sometimes be biased, writing their own personal opinions into articles. Write two short articles about the villain in a fairy tale of your choice, one supporting them and one against them.
Thursday, June 18	Think about a show/book/movie that you have seen or read and reimagine the ending in a surprising way. Write it out in a script form and if you have enough people you can act it out.
Friday, June 19	Create your own Categories game! Over the past three weeks you wrote a list of either nouns, adjectives or verbs related to social media. This time create a list of either all nouns, adjectives or verbs (your choice) related to any theme or topic. Share this list with a family member. Are they able to figure out what all the words in your list relate to?

Grade 8



SUCCESS for Every Student

Numeracy Calendar

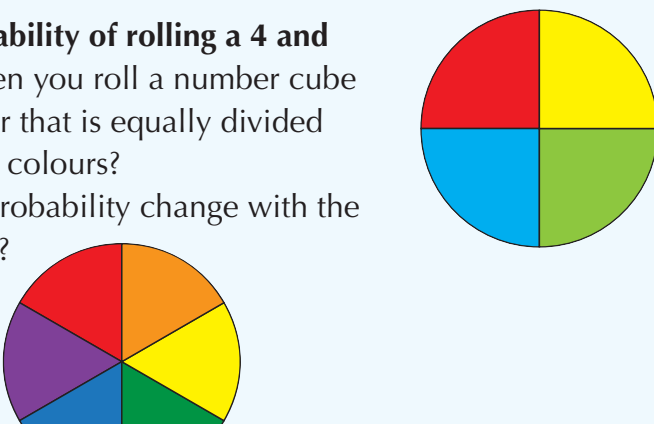
Date	Activity
Monday, June 15	<p>Two communities, A and B, are building playgrounds in grassy lots that are 50 metres by 100 metres. Community A has decided to convert $\frac{3}{4}$ of its lot to a playground and to cover $\frac{2}{5}$ of the playground with blacktop. Community B is building its playground on $\frac{2}{5}$ of the lot and covering $\frac{3}{4}$ of the playground with blacktop. In which park is the grassy playground bigger? In which lot is the blacktop bigger? Illustrate and explain.</p>
Tuesday, June 16	<p>Kyla stacked 10 circular disks. Each disk is 2 cm thick, with an area of 14 cm². What is the volume of the cylinder the stack makes?</p>
Wednesday, June 17	<p>Tessellation activity – Starting with a square cut out from a cereal box or other thin cardboard, make a cut-out from the side. Tape this cut-out to the opposite side of the shape. If you want, you can do the same thing with the top and bottom of the square. You might end up with a template that looks like this:</p>  <p>Use this template to create a tessellation pattern on a piece of plain paper.</p>
Thursday, June 18	<p>Math Challenge</p> <p>Using the above image, write three different algebraic equations. See if you can solve for each shape.</p> <p>Clue – Consider how the mobile show equality (balance).</p> <p>https://solve.me.edc.org/mobiles/Puzzle #77</p> 

Grade 8



SUCCESS for Every Student

Numeracy Calendar

Date	Activity
Friday, June 19	<p>What is the probability of rolling a 4 and spinning red, when you roll a number cube and spin a spinner that is equally divided into four different colours?</p> <p>How would the probability change with the following spinner?</p> 

Sources:

Box Cars and One-Eyed Jacks

<https://www.nctm.org/Classroom-Resources/CRCC-Archive/>

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6. Data Management and Probability, Grades 4 – 6
Small, Marian. Open Questions for the Three-Part Math Lesson. Geometry and Spatial Sense/ Data Management and Probability. Grades 4-8

Small, Marian. Good Questions. Great Ways to Differentiate Mathematics Instruction

Math Pre-Assessment 6 – Finding Each Student's Pathway

(teaching Student Centered Mathematics, Grades 6-8, Van de Walle, 2014

<https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/whats-new/hot-or-cold/>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf#search=probability>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-patterning-algebra-strand-2012-2016.pdf#search=patterning>

www.mathies.ca pattern block tool, number grid tool

<https://support.mathies.ca/en/mainSpace/RepresentationCardGames.php>

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Van de Walle, J., Lovin, L., Karp, K., Bay-Williams, J. (2014). Teaching Student-Centered Mathematics, Developmentally Appropriate Instruction for Grades Pre-k-2, p.238 and 328.

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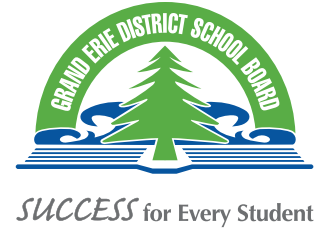
https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsim_data.pdf p.45

<https://oame.on.ca/eduproject/ontariomathresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73

The Weather Network:

<https://www.theweathernetwork.com/ca/monthly/ontario/brantford?year=2020&month=5&dispt=calendar-container-monthly>

Grade 8



Science

June 15 - June 19

Option 1

A Rube Goldberg Machine is a machine designed to accomplish a simple task in an overly complicated way. Here is a YouTube video example of a Rube Goldberg Machine designed to swish a basketball in a net:

<https://www.youtube.com/watch?v=Ss-P4qLLUyk>

These machines use an initial input of energy from a person to get them started and each step then transfers energy to the next to keep movement going.

Now let's see what you can do!

Begin by identifying a task you plan to complete and design your machine on paper thinking about what materials you have in your home that you can incorporate into the machine's design.

How many steps does your machine have? Do you anticipate any problems?

Next using materials around your home and ensuring you will not break or damage anything begin building your machine. When you are finished test your machine.

Did it work on the first try? What adjustments might need to be made?

Option 2

Life on Mars or the Moon?

There has been a renewed emphasis on space exploration, and the potential colonization of the moon and Mars. Think about the community you live in and create a list of buildings and resources that are necessary for survival, consider access to food, water and what temperatures are needed for humans to survive. Follow the link to learn more about Mars:

<https://school.eb.com/levels/middle/article/Mars/345010>

Grade 8



Science

June 15 - June 19

Option 2 Continued...

After reading and thinking about what communities need and the characteristics of Mars, create a presentation in the style you wish, (video, Minecraft, model) for a community you design to meet the needs of future colonizers of Mars. Each of your buildings should include some explanation for their purpose and how they will function.

Option 3

Examining Diffusion

Diffusion is the movement of particles from an area of high concentration to an area of low concentration. These particles follow the laws of thermodynamics and particle theory. When liquids are heated the particles have more energy and move faster, when cooled the particles move more slowly.

The following activity uses items found around the house, you will need to gather the following things.

- 2 clear glasses
- 2 bags of tea
- Boiling water
- Ice water

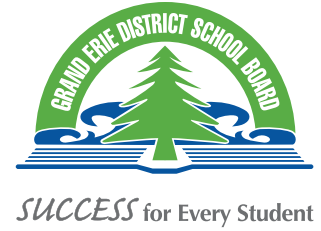
The tea bags will be added to the glasses of water, before you continue make some predictions about which glass will have more diffusion and why you think it will happen?

Fill one of the glasses with boiling water and the other with the ice water. Now add a tea bag into each glass and we will measure the diffusion of the tea within the water. Leave the glasses untouched for ten minutes.

What happened and why do you think this happened?

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

Grade 8



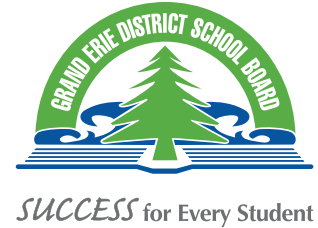
Science

June 15 - June 19

Prompts for discussion:

- How does a Rube Goldberg show the transfer of energy and forces? What natural force did your machine rely on the most?
- Do you think it is important for Humans to establish colonies off Earth? Why or why not?
- Can you think of ways that slowing diffusion could be beneficial to humans?

Grade 8



History

June 15 - June 19

Big Idea – Canada, 1890-1914: A Changing Society

- The struggles of individuals and groups in Canada at this time laid the groundwork for some of the rights we have today.
- During this period, a surge in immigration from new countries increased the diversity of Canadian society
- Social changes that occurred at this time have had a lasting impact on Canada.

Option 1

Reflect

Reflect on your learning:

What are three new things you have learned in the History strand of Canada, 1890–1914: A Changing Society?

- 1.
- 2.
- 3.

What are two things that you found interesting in the History strand of Canada, 1890–1914: A Changing Society?

- 1.
- 2.

What is one thing you have a question about or want to learn more from this History strand?

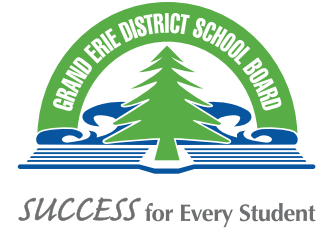
- 1.

TASK: Conduct a mini-inquiry on the one thing that you have a question about or want to learn more about.

Communicate the results of your mini-inquiry. Consider the following:

- Create a painting
- Write an editorial
- Create a pamphlet/brochure

Grade 8



History

June 15 - June 19

Option 2

Create

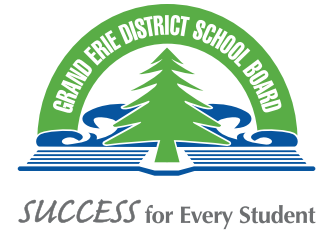
A visual timeline is a graphical representation of a historical period of time. It is similar to a timeline where a chronological sequence of events are plotted along a line however it includes the addition of visuals to enhance it.

- Your task is to create a visual timeline highlighting the changes in Canada during the time period of 1890 – 1914.
- Research some visual timelines to give you some ideas when starting your brainstorming and planning.
- Use the following to assist you in creating your visual timeline:
- Research and create a list of events to include in your timeline that highlight changes that took place in Canada in 1890 - 1914
- Sequence the events in chronological order listing specific dates
- Choose the units of time you will use to divide your timeline (months, years, decades)
- Draw/Create your line for your timeline and divide the line into equal parts
- List your events in chronological order including visuals to enhance each timeline event

Choose a format for your visual timeline that will communicate your information in a creative engaging and meaningful manner. Consider completing your visual timeline digitally or on poster paper.

Be creative and have fun!

Grade 8



History

June 15 - June 19

Option 3

Research

Research a significant individual or group who made a large impact in Canada in 1890-1914.

The focus of your research is to answer the following questions:

- What does their story tell us about Canada in this period?
- What was their contribution to Canadian heritage and/or identity?

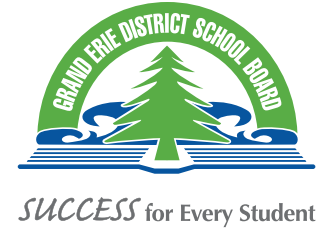
Research one of the individuals or groups listed below or choose a person or group from this time period you are interested in.

Individuals	Groups
<ul style="list-style-type: none">■ Maude Abbott■ Henri Bourassa■ Alexander Graham Bell■ Pauline Johnson■ J. J. Kelso■ Wilfrid Laurier■ Tom Longboat■ Nellie McClung■ L. M. Montgomery■ Onondayoh [Frederick Ogilvie Loft]■ Oronhyatekha [Peter Martin]■ Duncan Campbell Scott■ Clifford Sifton■ John Ware	<ul style="list-style-type: none">■ The National Council of Women of Canada■ The Trades and Labour Congress■ Various immigrant groups

Communicate results of your research in an interesting and creative manner. Consider one of the following formats:

- Diary entries or letters written in the perspective of the person/group researched.
- Media presentation outlining the person/group researched.
- Interactive timeline of important events of the person/group researched

Grade 8



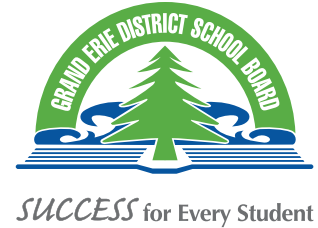
History

June 15 - June 19

Prompts for discussion:

- In what ways are Canadian rights and freedoms a result of the struggles of people in the past?
- What are some ways in which different people have responded to challenges and created change?
- What role has diversity played in the development of Canada?
- What has been the lasting impact of the Indian Act and the residential school system?

Grade 8



Geography

June 15 - June 19

Big Idea – Global Inequalities: Economic Development and Quality of Life

- Quality of life and economic development around the world are influenced by various factors.
- Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications
- We can use measurable indicators to help us understand spatial patterns of wealth and development around the world

Option 1

Reflect on your learning:

What are three new things you have learned in the Geography strand of Global Inequalities: Economic Development and Quality of Life?

- 1.
- 2.
- 3.

What are two things that you found interesting in the Geography strand of Global Inequalities: Economic Development and Quality of Life?

- 1.
- 2.

What is one thing you have a question about or want to learn more from this geography strand?

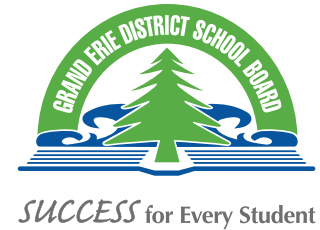
- 1.

TASK: Conduct a mini-inquiry on the one thing that you have a question about or want to learn more about.

Communicate the results of your mini-inquiry. Consider the following:

- Create a poster
- Write an editorial

Grade 8



Geography

June 15 - June 19

Option 2

Answer the following questions to review some of the key concepts of study in the Geography strand of Global Inequalities: Economic Development and Quality of Life.

1. Define 'Quality of Life'.
2. Choose 10 quality of life indicators and define/describe them.
3. How does 'per capita GDP' relate to other quality of life indicators?
4. Explain the relationship between literacy rates and life expectancy.
5. Explain what information can be learned from studying a country's population pyramid?
6. Name, define and give an example of each type of economic system.
7. What is the relationship between the economy and the Human Development Index?
8. What policies and programs have been put in place to improve the quality of life for global communities?

Option 3

We Can Make A Difference!

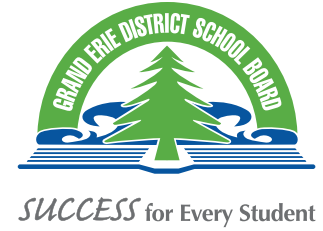
TASK: You are going to create a social media campaign for your peers to help raise awareness of Quality of Life issues.

Your social media campaign needs to include:

- An explanation regarding 2 qualities of life
- Examples of quality of life issues
- Identify ways that the quality of life can be improved for global communities
- Persuasive reasoning to convince your peers to become active Canadian citizens striving to make a difference
- Outline steps that can be taken to make a difference
- An identifying hashtag

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

Grade 8



Geography

June 15 - June 19

Prompts for discussion:

- What factors influence the quality of life in different countries?
- Why is it important to be aware of and to address global inequalities of wealth and in quality of life?
- How do we measure the development of a country or a community? Are there any biases in these measurements?