**3rd & 4th Grade Pre-Weekly**

February 11-15, 2019

Mrs. Jimenez

### A-Day

<table>
<thead>
<tr>
<th>Monday 02/11/19</th>
<th>ELA: Dialogue Journal Writing&lt;br&gt;The One and Only Ivan PG254-260&lt;br&gt;Independent Reading</th>
<th>S. Studies: Black History Month Project&lt;br&gt;Homework: Study 13 Colonies, Capitals, and Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 02/13/19</td>
<td>ELA: Dialogue Journal Writing&lt;br&gt;The One and Only Ivan PG261-271&lt;br&gt;Independent Reading</td>
<td>S. Studies: Present Black History Month Projects&lt;br&gt;13 Colonies Test</td>
</tr>
<tr>
<td>Friday 02/15/19</td>
<td>ELA: Dialogue Journal Writing&lt;br&gt;The One and Only Ivan PG272-281&lt;br&gt;Independent Reading</td>
<td>S. Studies: Present Black History Month Projects</td>
</tr>
</tbody>
</table>

Tutoring will be held on Monday and Thursday from 3:15-4:15pm.

Homework can be subject to change based on student needs; please check student agendas for updates.

### B-Day

<table>
<thead>
<tr>
<th>Tuesday 02/12/19</th>
<th>3rd Math: Lesson 15 Fractions on a Number Line&lt;br&gt;Math 4 Today Week 14 Day 2&lt;br&gt;Homework: Lesson 13 Take Home Quiz</th>
<th>3rd Science: Earth and Space&lt;br&gt;4th Science: Light Test&lt;br&gt;Earth and Space Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Math: Lesson 14 Compare Fractions&lt;br&gt;Math 4 Today Week 14 Day 2&lt;br&gt;Homework: Lesson 14 Take Home Quiz</td>
<td></td>
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</tr>
<tr>
<td>Thursday 02/14/19</td>
<td>3rd Math: Lesson 16 Equivalent Fractions Math 4 Today Week 14 Day 3</td>
<td>Science: Earth and Space PowerPoint</td>
</tr>
<tr>
<td>4th Math: Lesson 15 Adding and Subtracting Fractions&lt;br&gt;Math 4 Today Week 14 Day 3</td>
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<td></td>
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</tbody>
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Tutoring will be held on Monday and Thursday from 3:15-4:15pm.

Homework can be subject to change based on student needs; please check student agendas for updates.
LKCS 5th Grade Science/Preweekly Report (continued)

Teacher: J. Hobbs

Tutoring Mondays: 3:15-4:30 Thursdays: 3:15-4:00

Course: Science 5th Grade (A – Day)

Standards taught this week:

Science:

Standard 5

- 5.E.3A. Conceptual Understanding: Some of the land on Earth is located above water and some is located below the oceans. The downhill movement of water as it flows to the ocean shapes the appearance of the land. There are patterns in the location and structure of landforms found on the continents and those found on the ocean floor.
- 5.E.3A.1 Construct explanations of how different landforms and surface features result from the location and movement of water on Earth’s surface through watersheds (drainage basins) and rivers.
- 5.E.3A.2 Develop and use models to describe and compare the characteristics and locations of the landforms on continents with those on the ocean floor (including the continental shelf and slope, the mid-ocean ridge, the rift zone, the trench, and the abyssal plain).

All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week’s assignments will depend on the rate in which students are able to master the material presented.

<table>
<thead>
<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>• Students will complete notes based on the standards</td>
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<tr>
<td>• Students will need to complete the vocabulary for the week</td>
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<tr>
<td>• Students will need to complete any worksheet not done in class</td>
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<tr>
<td>• Students will need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class</td>
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<table>
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<tr>
<th>Wednesday</th>
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<tbody>
<tr>
<td>• Students will complete activity based on standards</td>
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<tr>
<td>• Students will complete notes that wasn’t finished</td>
</tr>
<tr>
<td>• Students will have a vocabulary check and quiz on Friday</td>
</tr>
<tr>
<td>• Students need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class</td>
</tr>
</tbody>
</table>

| Friday |

1. Continental Shelf
2. Continental Slope
3. Mid-Ocean Ridge
4. Rift Zone
5. Seamount
6. Abyssal Plain
7. Trench
8. Watershed
9. Drainage Basin
10. Canyon
11. Erosion
12. Deposition
13. Hurricanes
14. Waves
15. Currents
16. Beaches
17. Tides
18. Shore
19. Barrier Islands
20. Inlets
21. Conservation
22. Pollution
23. Acid Rain
24. Chemical Pollution
25. Estuaries
Kathy Mathis;

Pre-weekly Plans

Feb. 11th, 13th, and 15th

Monday, Feb. 11th (5th and 6th Grades)

Put out the lap tops in numerical order. Use the restroom. Go over p. 225, using context clues together. Review context clues by completing ixl (5th grade Y.1 & 2) (6th grade V.1 & 2). Write a brief story about your pet. Share with the class.

Monday, Feb. 11th (7th and 8th Grades)

Go over p. 295, using context clues together. Review context clues by completing ixl (7th grade V.1 & 2) (8th grade W.1 & 1). Write a brief story about your pet. Share with the class.

Wed., Feb. 13th (5th and 6th Grades)

Put out the lap tops in numerical order. Use the restroom. Discuss the author’s purpose for writing a text. Go over p. 206, author’s purpose. Complete ixl (5th grade B.1) (6th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Wed., Feb. 13th (7th and 8th Grades)

Discuss the author’s purpose for writing a text. Go over p. 223, author’s purpose. Complete ixl (7th grade C.1) (8th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Fri., Feb. 15th

(5th, 6th, 7th and 8th Grades)

Put out the lap tops in numerical order. Read and discuss a quote by Maya Angelou, “How You Make Me Feel!” Model a response paragraph on the board. Answer three questions about the poem. Use laptops to look for an African American poem. Write a paragraph about what your poem means to you. First, complete a grammar review sheet on punctuation, capitalization, and spelling corrections together.
**Standard 5-3:** The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.

**Standard 5-4:** The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.

<table>
<thead>
<tr>
<th>Monday, Feb. 11</th>
<th>1. World War I</th>
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<tr>
<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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<tr>
<th>Wednesday, Feb. 13</th>
<th>1. World War I/Post World War I</th>
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<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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<tr>
<th>Friday, Feb. 15</th>
<th>1. Post World War I</th>
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<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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*Please be aware that unforeseen occurrences may cause these plans to change*
### Standard

5.NSF.4 Extend the concept of multiplication to multiply fractions or whole numbers by a fraction. (c.) Interpret multiplication in which both factors are fractions less than one and compute the product.

5.NSF.6 Solve real world problems involving multiplication of a fraction by a fraction, improper, and a mixed number.

5.NFS.7 Extend the concept of division to divide unit fractions and whole numbers by using visual models and equations

**EARN EXTRA CREDIT:** WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Page Workbook</th>
</tr>
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<tbody>
<tr>
<td>Monday 11th A</td>
<td>5.NSF.6 Multiplying Fractions Word problems</td>
<td>157-158</td>
</tr>
<tr>
<td>Tuesday 12th B</td>
<td>5.NSF.6 Multiplying Fractions Word problems</td>
<td>159-160</td>
</tr>
<tr>
<td>Wed., 13th A</td>
<td>5.NSF.7 Dividing Fractions</td>
<td>167-168</td>
</tr>
<tr>
<td>Thurs., 14th B</td>
<td>5.NSF.7 Dividing Fractions</td>
<td>167-168</td>
</tr>
<tr>
<td>Friday, 15th A</td>
<td>Dividing Fraction Quick Check</td>
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LKCS 6th Grade Science/Preweekly Report (continued)

Teacher: J. Hobbs  
Week beginning: 

Course: Science 6th Grade (A – Day)

 Standards taught this week:

<table>
<thead>
<tr>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 6</strong></td>
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<tr>
<td>- 6.E.2A.1 Develop and use models to exemplify the properties of the atmosphere (including the gases, temperature and pressure differences, and altitude changes) and the relative scale in relation to the size of Earth.</td>
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<tr>
<td>- 6.E.2A.2 Critically analyze scientific arguments based on evidence for and against how different phenomena (natural and human induced) may contribute to the composition of Earth’s atmosphere.</td>
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<tr>
<td>- 6.E.2A.3 Construct explanations of the processes involved in the cycling of water through Earth’s systems (including transpiration, evaporation, condensation and crystallization, precipitation, and downhill flow of water on land).</td>
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<th>Monday</th>
<th>Wed./Friday</th>
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| - Students will complete notes based on the standards  
- Students will need to complete the vocabulary for the week  
- Students will need to complete any worksheet not done in class  
- Students will need to complete study guide  
- Students will need to read and complete review questions |
| - Students will complete activity based on based on standards  
- Students will complete notes that wasn’t finished  
- Students will need to complete any worksheet not done in class  
- Students will have a vocabulary check  
- Students will need to read and complete review questions |

Vocabulary:

1. Air Pressure  
2. Atmospheric gases  
3. Trace gases  
4. Water vapor  
5. Fossil fuels  
6. Greenhouse gases  
7. Water cycle  
8. Evaporation  
9. Condensation  
10. Transpiration  
11. Crystallization  
12. Surface runoff  
13. Groundwater flow  
14. Dew  
15. Frost  
16. Greenhouse effect  
17. Air mass  
18. Barometer  
19. Front  
20. Global Winds  
21. High Pressure System  
22. Low Pressure system  
23. Humidity/Relative Humidity  
24. Jet Stream  
25. Meteorology  
26. Occluded Front  
27. Cold Front  
28. Warm Front  
29. Stationary Front  
30. Precipitation  
31. Saturated  
32. Weather
Kathy Mathis;

Pre-weekly Plans

Feb. 11th, 13th, and 15th

Monday, Feb. 11th (5th and 6th Grades)

Put out the lap tops in numerical order. Use the restroom. Go over p. 225, using context clues together. Review context clues by completing ixl (5th grade Y.1 & 2) (6th grade V.1 & 2). Write a brief story about your pet. Share with the class.

Monday, Feb. 11th (7th and 8th Grades)

Go over p. 295, using context clues together. Review context clues by completing ixl (7th grade V.1 & 2) (8th grade W.1 & 1). Write a brief story about your pet. Share with the class.

Wed., Feb. 13th (5th and 6th Grades)

Put out the lap tops in numerical order. Use the restroom. Discuss the author’s purpose for writing a text. Go over p. 206, author’s purpose. Complete ixl (5th grade B.1) (6th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Wed., Feb. 13th (7th and 8th Grades)

Discuss the author’s purpose for writing a text. Go over p. 223, author’s purpose. Complete ixl. (7th grade C.1) (8th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Fri., Feb. 15th

(5th, 6th, 7th and 8th Grades)

Put out the lap tops in numerical order. Read and discuss a quote by Maya Angelou, “How You Make Me Feel!” Model a response paragraph on the board. Answer three questions about the poem. Use laptops to look for an African American poem. Write a paragraph about what your poem means to you. First, complete a grammar review sheet on punctuation, capitalization, and spelling corrections together.
Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.
6-2.4 Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).
6-2.5 Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.
6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.
Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.
6-3.1 Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.
6-3.2 Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.
6-3.3 Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science.

<table>
<thead>
<tr>
<th>Monday, Feb. 11</th>
<th>1. Roman Empire</th>
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<tbody>
<tr>
<td>Homework:</td>
<td>Complete homework as assigned in class.</td>
</tr>
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<tr>
<th>Wednesday, Feb. 13</th>
<th>1. Greek and Roman polytheistic belief systems</th>
</tr>
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<td>Homework:</td>
<td>Complete homework as assigned in class.</td>
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<tr>
<th>Friday, Feb. 15</th>
<th>1. Chinese Civilization</th>
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<td>Homework:</td>
<td>Complete homework as assigned in class.</td>
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*Please be aware that unforeseeable occurrences may cause these plans to change.
6.RP.3 Apply the concept of ratios and rates to solve real-world and mathematical problems
   a. Create a table consisting of equivalent ratios
   b. Use multiple representations, including tape diagrams, tables, double number line and equations to find missing values of equivalent ratios. (c) Use tables to compare related ratios (d) Apply concept of unit rate to solve problems, including unit pricing and constant speed (f) Solve one-step problems involving ratios and unit rates

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents and positive rational numbers bases using the order of operations

**EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE**

| Monday 11<sup>th</sup> A | Mid-Chapter Test  
|--------------------------|----------------------  
|                          | Ratio & Rate Problems  
|                          | Pg. 75 all  
| Tuesday 12<sup>th</sup> B | Ratio & Rate Problems  
|                          | Pg. 77-78 even  
| Wed., 13<sup>th</sup> A | Chapter 6 Expressions  
|                          | Power & Exponents  
|                          | Vocabulary  
|                          | Pg. 437-438 even  
| Thurs., 14<sup>th</sup> B | Chapter Test due for review  
|                          | Pg. 439-440  
| Friday 15<sup>th</sup> A | Chapter Test  

Teacher: J. Hobbs

Course: Science 7th Grade (A – Day)

Standards taught this week:

Science:

- 7.EC.5A In all ecosystems, organisms and populations of organisms depend on their environmental interactions with other living things (biotic factors) and with physical (abiotic) factors (such as light, temperature, water, or soil quality). Disruptions to any component of an ecosystem can lead to shifts in its diversity and abundance of populations.
- 7.EC.5A.1 Develop and use models to describe the characteristics of the levels of organization within ecosystems (including species, populations, communities, ecosystems, and biomes).
- 7.EC.5A.2 Construct explanations of how soil quality (including composition, texture, particle size, permeability, and pH) affects the characteristics of an ecosystem using evidence from soil profiles.
- 7.EC.5A.3 Analyze and interpret data to predict changes in the number or organisms within a population when certain changes occur to the physical environment (such as changes due to natural hazards or limiting factors).

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| Monday               | Students will complete notes based on the standards  
|                      | Students will need to complete the vocabulary for the week  
|                      | Students will need to complete any worksheet not done in class  
|                      | Students will need to complete study guide  
|                      | Students will need to read and complete review questions  
| Wednesday           | Students will complete activity based on Standards  
|                      | Students will complete notes that wasn’t finished  
|                      | Students will need to complete any worksheet not done in class  
|                      | Students will have a vocabulary check  
|                      | Students will need to read and complete review questions  
| Fri                  | Vocabulary quiz and quiz over Standards taught  

1. Abiotic  
2. Biomes  
3. Biotic  
4. Carrying Capacity  
5. Community  
6. Ecosystem  
7. Humus  
8. Limic  
9. Limiting Factor  
10. Loam  
11. Permeability  
12. Population  
13. Sandy  
14. Clay  
15. Loam  
16. Silt  
17. Silt Loam  
18. Soil Composition  
19. Soil pH  
20. Soil Profile  
21. Soil Texture  
22. Species
Kathy Mathis;

Pre-weekly Plans

Feb. 11th, 13th, and 15th

Monday, Feb. 11th (5th and 6th Grades)
Put out the lap tops in numerical order. Use the restroom. Go over p. 225, using context clues together. Review context clues by completing ixl (5th grade Y.1 & 2) (6th grade V.1 & 2). Write a brief story about your pet. Share with the class.

Monday, Feb. 11th (7th and 8th Grades)
Go over p. 295, using context clues together. Review context clues by completing ixl (7th grade V.1 & 2) (8th grade W.1 & 1). Write a brief story about your pet. Share with the class.

Wed., Feb. 13th (5th and 6th Grades)
Put out the lap tops in numerical order. Use the restroom. Discuss the author’s purpose for writing a text. Go over p. 206, author’s purpose. Complete ixl (5th grade B.1) (6th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Wed., Feb. 13th (7th and 8th Grades)
Discuss the author’s purpose for writing a text. Go over p. 223, author’s purpose. Complete ixl (7th grade C.1) (8th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Fri., Feb. 15th
(5th, 6th, 7th and 8th Grades)
Put out the lap tops in numerical order. Read and discuss a quote by Maya Angelou, “How You Make Me Feel!” Model a response paragraph on the board. Answer three questions about the poem. Use laptops to look for an African American poem. Write a paragraph about what your poem means to you. First, complete a grammar review sheet on punctuation, capitalization, and spelling corrections together.
**Standard 7-2:** The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

**Standard 7-3:** The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power.

7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday, Feb. 11</td>
<td>1. <strong>English Civil War Quiz</strong></td>
</tr>
<tr>
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<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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<tr>
<td>Wednesday, Feb. 13</td>
<td>1. American and French Revolutions</td>
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<tr>
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<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
</tr>
<tr>
<td>Friday, Feb. 15</td>
<td>1. Outcomes of French Revolution</td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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*Please be aware that unforeseen occurrences may cause these plans to change.*
| Standard | 7.EEI.4 Apply the concepts of linear equations and inequalities in one variable to real world and mathematical solutions.  
7.EEI.5 Understand and apply laws of exponents  
EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE |
|----------|-------------------------------------------------------------------------------------------------|
| Monday 11th A | 7.EEI.4c Solve Two-step Equations  
Handout |
| Tuesday 12th B | 7.EEI.4c Write and solve one-step and two-step inequalities  
Lesson 6: Solve inequalities by Addition and Subtractions  
Two-step equations test  
Pg. 501-502 |
| Wed., 13th A | 7.EEI.4c Write and solve one-step and two-step inequalities  
Lesson 6: Solve inequalities by Addition and Subtractions  
Two-step equations test  
Pg. 503-504 |
| Thurs, 14th B | 7.EEI.4c Write and solve one-step and two-step inequalities  
Lesson 6: Solve inequalities by Multiplication or Division  
Pg.509-510 |
| Friday 15th A | 7.EEI.4c Write and solve one-step and two-step inequalities  
Lesson 6: Solve inequalities by Multiplication or Division |
LKCS 8th Grade Science/Preweekly Report

Teacher: J. Hobbs
Tutoring M 3:14-4:30 Th: 3:15-4:00

Course: Science 8th Grade (A – Day)

Standards taught this week:

**Science:**

- **8.E.4** The student will demonstrate an understanding of the universe and the predictable patterns caused by Earth's movement in the solar system.
- **8.E.4B** Earth's solar system consists of the Sun and other objects that are held in orbit around the Sun by its gravitational pull on them. Motions within the Earth, Moon, Sun system have effects that can be observed on Earth.
- **8.E.4A** Earth's solar system is part of the Milky Way Galaxy, which is one of many galaxies in the universe. The planet Earth is a tiny part of a vast universe that has developed over a span of time beginning with a period of extreme and rapid expansion.

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| Monday | • Students will complete notes based on the standards  
|        | • Students will need to complete the vocabulary for the week  
|        | • Students will need to complete any worksheet not done in class  
|        | • Students will need to read and complete review questions questions 1-5 |
| Wednesday | • Students will complete activity based on standards  
|          | • Students will complete notes that wasn't finished  
|          | • Students will have a vocabulary check and finish notes on heredity and activity  
|          | • Students will need to read and complete review questions on |
| Friday  | **All homework due and quiz day** |

1. Day Moon(s)  
2. Spectroscopes  
3. Space Observatories  
4. Satellites  
5. Year  
6. Asteroids  
7. Axis  
8. Tides (Spring & Neep)  
9. Solar Flares  
10. Lunar Movement  
11. Comets  
12. Seasons  
13. Rotation  
14. Solar System  
15. Phases of the Moon  
16. Meteors/Meteorite  
17. Revolution  
18. Planets  
19. Lunar eclipse  
20. Eclipses (Lunar & Solar)  
21. Day  
22. Solar eclipse  
23. Ellipse  
24. Waxing  
25. Space Probes  
26. Waning  
27. Telescopes (refractor, reflector, radio, other)  
28. Photosphere  
29. Corona  
30. Sunspots  
31. Prominences
Kathy Mathis;

Pre-weekly Plans

Feb. 11th, 13th, and 15th

Monday, Feb. 11th (5th and 6th Grades)
Put out the lap tops in numerical order. Use the restroom. Go over p. 225, using context clues together. Review context clues by completing ixl (5th grade Y.1 & 2) (6th grade V.1 & 2). Write a brief story about your pet. Share with the class.

Monday, Feb. 11th (7th and 8th Grades)
Go over p. 295, using context clues together. Review context clues by completing ixl (7th grade V.1 & 2) (8th grade W.1 & 1). Write a brief story about your pet. Share with the class.

Wed., Feb. 13th (5th and 6th Grades)
Put out the lap tops in numerical order. Use the restroom. Discuss the author’s purpose for writing a text. Go over p. 206, author’s purpose. Complete ixl (5th grade B.1) (6th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Wed., Feb. 13th (7th and 8th Grades)
Discuss the author’s purpose for writing a text. Go over p. 223, author’s purpose. Complete ixl (7th grade C.1) (8th grade C.1). Review name tags. Write a paragraph explaining your choice of letters and alphabets.

Fri., Feb. 15th

(5th, 6th, 7th and 8th Grades)
Put out the lap tops in numerical order. Read and discuss a quote by Maya Angelou, “How You Make Me Feel!” Model a response paragraph on the board. Answer three questions about the poem. Use laptops to look for an African American poem. Write a paragraph about what your poem means to you. First, complete a grammar review sheet on punctuation, capitalization, and spelling corrections together.
**LKCS S.C. History 8th Grade**  
**Teacher:** Ms. Lloyd  
**Feb. 11 - Feb. 15, 2018 (A Day)  
**TUTORING IS EVERY Mon. & Thurs. Afterschool**

<table>
<thead>
<tr>
<th>Monday, Feb. 11</th>
<th><strong>1. Basic Principles of Government</strong></th>
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<tbody>
<tr>
<td><strong>Homework:</strong> Complete homework as assigned in class.</td>
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<tr>
<th>Wednesday, Feb. 13</th>
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*Please be aware that unforeseen occurrences may cause these plans to change*

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**LKCS Math 8th Grade – February 11, 2019**  
**Teacher:** Mrs. Cue  
**Tutoring:** Monday/Tutoring on Thursday

| Standard | **8.EE.6 Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships.**  
|-----------|--------------------------------------------------------------|
| a. Explain why the slope, m, is the same between any two distinct points on a nonvertical line using similar triangles.  
| b. Derive the slope-intercept form (y = mx + b) for a non-vertical line  
| c. Relate equations for proportional relationships (y = kx) with the slope intercept form (y = mx + b) where b = 0 |

**EARN EXTRA CREDIT:** WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE

| Monday 11th A | **8.EE.6b Slope-Intercept Form**  
|--------------|---------------------------------|
| Pre-test  
| Vocabulary: y-intercept, slope intercept form  
| Pg. 205 |

| Tuesday 12th B | Graph a Line Using Intercepts  
<table>
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<tr>
<td>Pg. 213-214</td>
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| Wed., 13th A | Graph a Line Using Intercepts  
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<td>Pg. 215-216</td>
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| Thurs., 14th B | Write Linear Equations  
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<td>Mid-Chapter Test Check, pg. 220</td>
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<tr>
<th>Friday 14th A</th>
<th>Mid-Chapter Test</th>
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