

Entry Cover Sheet

Name *Andre*

DOB: *3/1/95*

Grade: *8th*

School: *Western* Teacher: *Mrs. S.*

Eighth Grade Reading:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

- RD.8.1 Students use their knowledge of word origins, word relationships, and context to determine the meaning of grade level appropriate words.
- Student outcome *Andre will have a short passage read to her and then will identify the meaning of words based on the context in the passage.*

Students will read and understand grade level appropriate materials.

- RD.8.3 Students will identify key information from grade level appropriate materials.
- Student outcome:

Eighth Grade Mathematics:

Students will understand and use concepts of space and dimensionality.

- MA.8.1 Student will compare and contrast two dimensional shapes.
- Student outcome:

Students will appropriately use statistics and probability concepts.

- MA.8.2 Student will identify and interpret graphs.
- Student outcome:

* standards are created for mock scoring session and are not any specific state's standards.

scribe: (D)

Name Andre Date 3-25-08

Grade 8 Data: Standard 1

Match the letter of the correct definition for each bolded word to the sentence in which it is used.

$\frac{10}{10}$ 100%

- ✓ 1. e Lyla **sauntered** across the room, nearly tripping on the rug.
- ✓ 2. d Naomi sat in **contemplation**, imagining how the future would be.
- ✓ 3. g The jewels shown as that would **befit a king**.
- ✓ 4. f Tim sat fuming at the **guile** of his x-friend Ross.
- ✓ 5. b "You created this situation," Melanie retorted, "You can't **pin this on me**."
- ✓ 6. c Lucy looked through the window **aghast** as she watched Sparky bite the mail man. . . . again.
- ✓ 7. a This room is **reminiscent** of the baroque period.
- ✓ 8. i You might need a book if you're going to hear the **insipid** ranting of Mrs. Peabody.
- ✓ 9. j Ancient peoples **toiled** endlessly to grow food from the land,
- ✓ 10. h but they lived a more **sustainable** way of life.

- ~~a.~~ suggesting similarities with something or somebody else
- ~~b.~~ to blame
- ~~c.~~ overcome with shock and dismay
- ~~d.~~ concentration of the mind
- ~~e.~~ to stroll or move at an easy, unhurried pace
- ~~f.~~ a cunning or tricky quality of behavior
- ~~g.~~ magnificent with a royal stature
- ~~h.~~ able to be maintained without destroying an ecological balance
- ~~i.~~ bland, dull because of lacking character
- ~~j.~~ especially difficult effort or work

scribe: (PND)

Name Andre Date 3-25-08

Using Context to Understand Vocabulary Words

A+

We can use the context, or text surrounding a new vocabulary word to determine what the word means. Look at the example below to understand how this works.

There is strife between Father and the noisy neighbors.

Strife is a word you may be unfamiliar with. But look at the context or text surrounding the word strife to learn its meaning.


There is strife between Father and the noisy neighbors.

Based on the text surrounding the word strife, what do you think it means?

"fighting cus look the neighbors are noisy" ✓ Good

We can tell strife must be something between Father and the noisy neighbors. AND we can tell that the something is probably uncomfortable or unpleasant because the neighbors are described as noisy, instead of friendly, generous. Plus, nobody really likes noisy neighbors do they?

Would you change you ideas about what strife means based on our discussion of the context?(and if so, how?)

"No I just told you and I knew it." ✓ 

The dictionary defines strife as bitter and sometimes violent conflict or struggle. How close was your guess to the definition? "pretty close"

Taking it Further: pick the work that best completes each sentence on your own.

1. It was a _____ that no one was hurt in the accident.
✓ a. miracle b. mission c. motto
2. His new ideas have a _____ about them; they are very unclear.
✓ a. humbleness b. loyalness c. vagueness
3. The _____ ended with the signing of a peace treaty.
✓ a. strife b. stroll c. straight

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- Student outcome

Students will read and understand grade level appropriate materials.

- RD.8.3 Students will identify key information from grade level appropriate materials.
- Student outcome: Andre will decide the main idea of a passage and details that support each.

Eighth Grade Mathematics:

Students will understand and use concepts of space and dimensionality.

- MA.8.1 Student will compare and contrast two dimensional shapes.
- Student outcome:

Students will appropriately use statistics and probability concepts.

- MA.8.2 Student will identify and interpret graphs.
- Student outcome:

Name _____

Date 3-25-08

Grade 8 Data: Standard 2

Circle or highlight each transitional word/phrase as the text is read aloud. Then, underline each step without transitional words and/or phrases.

Five-Minute Ice Cream

When kids get home in the afternoon, they are always hungry and looking for good snacks. Five-minute ice cream is easy for kids to make and delicious, too. To begin, gather your stuff. You'll need a medium and a large resealable plastic bag. First, pour two tablespoons of sugar into the medium-size bag. Then pour in one cup of milk. Next, add one teaspoon of vanilla flavoring. Carefully seal the bag shut and put it inside the large bag. Now put a bunch of ice cubes in the big bag all around the medium bag. You'll need several handfuls of ice. Sprinkle six or seven tablespoons of regular salt over the ice cubes. Next, seal the big bag and place it in a pillow case or wrap it in a towel. It's ready to freeze! Shake the bag for five minutes while the ice cream freezes, then rinse the middle size bag off very quickly under cold water. At last, the ice cream is ready to eat. Spoon it into some cups, pass out spoons, and enjoy. Delicious! Homemade ice cream hits the spot. The next time someone asks, "What's for snack?" try this recipe for five-minute ice cream.

11
11

100%

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- Student outcome

Students will read and understand grade level appropriate materials.

- RD.8.3 Students will identify key information from grade level appropriate materials.
- Student outcome:

Eighth Grade Mathematics:

Students will understand and use concepts of space and dimensionality.

- MA.8.1 Student will compare and contrast two dimensional shapes.
- Student outcome: Andre will classify two-dimensional shapes.

Students will appropriately use statistics and probability concepts.

- MA.8.2 Student will identify and interpret graphs.
- Student outcome:

Andre

Name _____ Date 3-28-08

Grade 8 Data: Standard 3

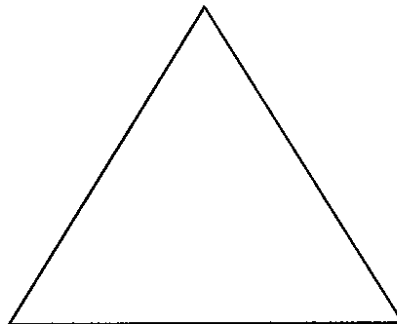
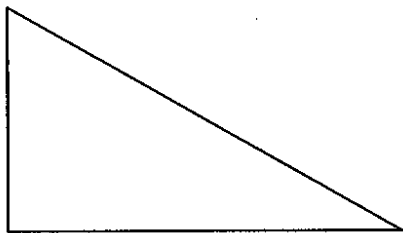
Open Response Question: Properties of Shapes

Shapes have attributes or properties that make up what they are. These properties help us identify shapes and are often useful in our everyday lives.

100%

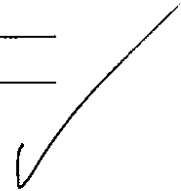
Study the shapes below and answer parts A and B.

- A. Compare the shapes below by listing at least 2 properties they have in common.
- B. Choose one of the properties you listed in part A and explain how it can be used in our everyday lives [classroom, at home, on the bus, etc.].



A. "They both have sides and angles, thank you!" (Shawn's laughing!)

B. "My physical therapist at the Kids' Center, she measures the bend of my leg cuz I'm already laying on the mat and it would be hard to do it sitting down. That's an angle! Thank you! Thank you! Thank you! (still laughing) Let's go to lunch!"



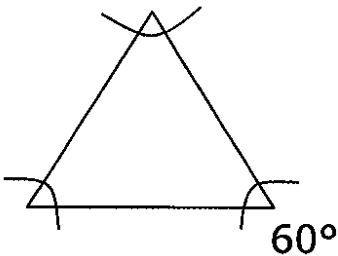
Name Andre

Work Sample

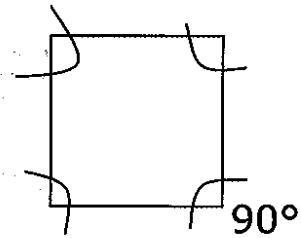
-28-08 ✓
 (3) Good

Elements of Shapes

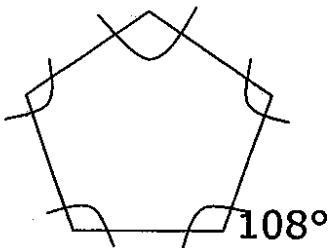
All shapes have elements or characteristics. That is, all shapes have certain things about them that make them the shapes they are. Every shape (except a circle) has a certain number of sides, angles and angle sum. An angle sum is the number we get when we add up all the angles that a shape has. Let's study the shapes below and write down what we can say about each shapes?



What is the Shape Name? triangle ✓
 How many sides does this shape have? 3 ✓
 How many angles does this shape have? 3 ✓
 What is the measure of one angle? 60 ✓



What is the Shape Name? square ✓
 How many sides does this shape have? 4 ✓
 How many angles does this shape have? 4 ✓
 What is the measure of one angle? 90 ✓



What is the Shape Name? pentagon ✓
 How many sides does this shape have? 5 ✓
 How many angles does this shape have? 5 ✓
 What is the measure of one angle? 180 x 108

Taking It Further: Find the Angle Sum: Use what you know to help you complete this chart:

Shape	Number of Sides	Measure of one angle	Angle Sum or Total of All Angles in the Shape
Triangle	<u>3</u>	60°	<u>180°</u> ✓
Square	<u>4</u>	90°	<u>360</u>
Pentagon	<u>5</u>	108°	<u>540</u>

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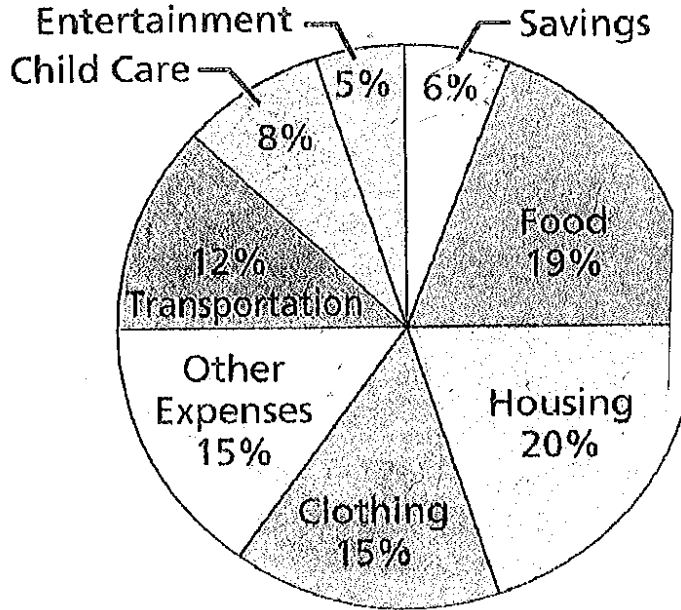
- MA.8.1 Student will compare and contrast two dimensional shapes.
- Student outcome:

Students will appropriately use statistics and probability concepts.

- MA.8.2 Student will identify and interpret graphs.
- Student outcome: Andre will answer questions based on information in graphs.

Study the circle graph below and choose the best answer for each question.

The Wang Family Budget



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1. What is the title of the graph?

- a. The Wang Family
- b. Entertainment
- c. Savings
- d. The Wang Family Budget

5. Each portion of a circle graph is called a _____.

- a. vector
- b. section
- c. part
- d. sector

2. What percentage of the budget is spent on Other Expenses, Housing and Clothing?

- a. 15%
- b. 20%
- c. 50%
- d. 55%

6. The total percentage represented in The Wang Family Budget is _____.

- a. 200 %
- b. a whole graph
- c. 100%
- d. \$60,000

3. If the Wang Family Income is \$60,000., how much do they save each year?

- a. \$3600.00
- b. ~~\$360.00~~
- c. \$600.00
- d. ~~\$36,000.00~~

7. The Wang Family puts aside what percentage of their income for food and savings?

- a. 25%
- b. 24 %
- c. 50 %
- d. 32%

4. A budget is a _____.

- a. circle graph
- b. spending plan
- c. financial chart
- d. a moo cow

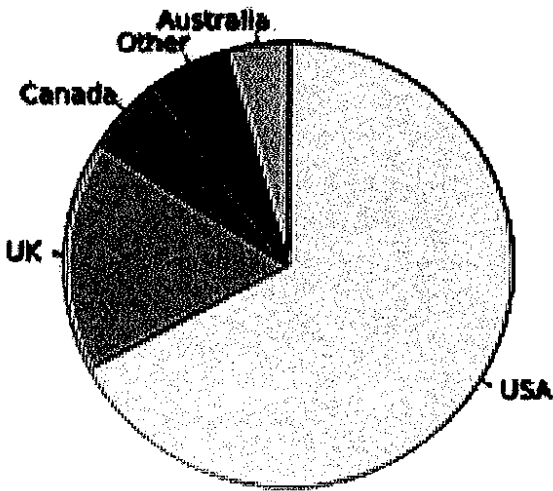
8. A percent is a _____ of the budget.

- a. cost
- b. fraction
- c. sector
- d. lot

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Date 3-28-08

Pie chart From Wikipedia, the free encyclopedia



✓
Excellent
Effort.

Pie chart of populations of English native speakers

A **pie chart** (or a **circle graph**) is a circular chart divided into sectors, illustrating relative magnitudes or frequencies or percents. In a pie chart, the arc length of each sector (and consequently its central angle and area), is proportional to the quantity it represents. Together, the sectors create a full disk. It is named for its resemblance to a pie which has been sliced.

Which country shown in the pie chart has the largest English speaking population?

- a. Canada b. Australia c. USA d. UK

Which expression is true regarding the relationships shown in the chart?

- a. USA > UK
b. USA = UK + Canada
c. USA < UK
 d. USA > UK + Canada

TAKING IT FURTHER: Why does the dark pink portion of the Pie Chart say

"Other" represents other English native speaker countries.

Good Effort. "Other?" "Like what they speak cause other people might speak different languages but here in America we speak a lot of different languages 'cus people come from the United Kingdom, Australia and Canada. Like at my camp a lot of people come from

|| Australia Great Britain and once I knew this lady that come from France."