

Week Five

8<sup>th</sup> Grade

ELA

Desoto County  
Schools

# 8<sup>th</sup> Grade

## Week 5

### Distance Learning

It looks like our work at home will continue for a while longer! Although it is really easy to push our work to the side, I hope you are continuing to read and write daily in addition to completing the assigned lessons. The more this becomes a daily practice, the easier it will be for you when we return to school!

## Daily Writing:

**You will be asked to write a page (or more) a day**, focusing on the world around you and maybe even events from your past.

Some possibilities for daily writing:

- Capture some conversations you have heard or had with other people in your family today. What did those conversations reveal about someone or something?
- Write a story about someone is being forced into isolation.
- Capture a moment when you felt like you were doomed to fail at something.
- Write about a time when you knew you would succeed.
- Respond to any seed you find interesting. A “seed” can be an article, a TV broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon, a poem—anything that spurs some thinking.
- Think about drawing or sketching your ideas and writing from those.
- Write about a story about your first day back at school.
- Write a letter to your teacher to describe what homeschooling has been like for you.

Again, be creative as you decide how best to record your thinking. Be creative!

## Daily Reading:

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. If a book is not available, any kind of reading will count. This includes newspapers, magazines, etc. **You are asked to time your reading every day** and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages read	Time spent reading
3/18	<i>The Hate U Give</i>	22-48	35 minutes
3/19	<i>The Hate U Give</i>	48-68	30 minutes
3/20	<i>The Hate U Give</i>	68-90	40 minutes
3/23			
3/24			
3/25			

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

## Daily Lessons:

The included materials provide instruction for 5 days of work. Follow the directions provided for each section of the lesson. The following story will be used for each day's lessons.

### The Bike By Gary Soto

My first bike got me nowhere, through the shadow I cast as I pedaled raced along my side. The leaves of bird-filled trees stirred a warm breeze and litter scuttled out of the way. Our orange cats looked on from the fence, their tails up like antennas. I opened my mouth, and wind tickled the back of my throat. When I squinted, I could see past the end of the block. My hair flicked like black fire, and I thought I was pretty cool riding up and down the block, age five, in my brother's hand-me-down shirt.

Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another. I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street, and red anger lived in their eyes. Their throats were hard with extra bones from biting kids on bikes, she said.

But I took the corner anyway, I didn't believe Mom. Once she had said that pointing at rainbows caused freckles, and after a rain had moved in and drenched the streets, after the sparrows flitted onto the lawn, a rainbow washed over the junkyard and reached the dark barrels of Coleman pickle. I stood at the window, looking out, amazed and devious, with the devilish horns of my butch haircut standing up. From behind the window, I let my finger slowly uncurl like a bean plant rising from earth. I uncurled it, then curled it back and made a fist. I should remember this day, I told myself.

I pedaled my squeaky bike around the curve onto Sarah Street, but returned immediately. I braked and looked back at where I had gone. My face was hot, my hair sweaty, but nothing scary seemed to happen. The street had looked like our street: parked cars, tall trees, a sprinkler hissing on a lawn, and an old woman bending over her garden. I started again, and again I rode the curve, my eyes open as wide as they could go. After a few circle eights I returned to our street. There ain't no dogs, I told myself. I began to think that maybe this was like one of those false rainbow warnings.

I turned my bike around and rode a few times in front of our house, just in case Mom was looking for me. I called out, "Hi Mom. I haven't gone anywhere." I saw her face in the window, curlers piled high, and she waved a dish towel at me. I waved back, and when she disappeared, I again tore my bike around the curve onto Sarah Street. I was free. The wind flicked my hair and cooled my ears. I did figure eights, rode up the curbs and onto lawns, bumped into trees, and rode over a garden hose a hundred times because I liked the way the water sprang up from the sprinkler after the pressure of my tires. I stopped when I saw a kid my age come down a porch. His machinery for getting around was a tricycle. Big baby, I thought, and said, "You can run over my leg with your trike if you want." I laid down on the sidewalk, and the kid, with fingers in his mouth, said, "OK."

He backed up and slowly, like a tank, advanced. I folded my arms behind my head and watched a jay swoop by with what looked like a cracker in its beak, when the tire climbed over my ankle and sparks of pain cut through my skin. I sat up quickly, my eyes flinging tears like a sprinkler.

The boy asked, "Did it hurt?" "No," I said, almost crying.

The kid could see that it did. He could see my face strain to hold back a sob, two tears dropping like dimes into the dust. He pedaled away on his bucket of bolts and tossed it on his front lawn. He looked back before climbing the stairs and disappeared into the house.

I pulled up my pants leg. My ankle was purple, large and hot, and the skin was flaked like wood shavings. I patted spit onto it and laid back down. I cried because no one was around, the tears stirring up a lather on my dirty face. I rose to my feet and walked around, trying to make the ankle feel better. I got on my bicycle and pedaled mostly with the good leg. The few tears still on my eyelashes evaporated as I rode. I realized I would live. I did nothing fancy on the way home, no figure eights, no wiggling of the handlebars, no hands in my pockets, no closed eye moments.

Then the sudden bark of a dog scared me, and my pants leg fed into the chain, the bike coming to an immediate stop. I tugged at the cuff, gnashed and oil-black, until ripping sounds made me quit trying. I fell to the ground, bike and all, and let the tears lather my face again. I then dragged the bike home with the pants leg in the chain. There was nothing to do except lie in the dirt because Mom saw me round the corner from Sarah Street. I lay down when she came out with the belt, and I didn't blame the dog or that stupid rainbow.

**Day 1:**

- Read the title and make a prediction about what might happen in this story. Gary Soto is an author who writes stories about things that happened in his childhood.
- As you read, complete the graphic organizer to make sure you are noticing what his important and thinking about the story as you read.

<p style="text-align: center;"><b>Character/s</b></p> <p>Record any characters who emerge. Write down anything you learn about the characters as you read:</p> <ul style="list-style-type: none"><li>• What are they like?</li><li>• What do they look like?</li><li>• How do they act?</li><li>• What is causing them to behave this way or why are they making these decisions?</li><li>• Are they changing at all?</li><li>• What kind of relationship do they have with other characters?</li></ul>	<p style="text-align: center;"><b>Setting</b></p> <p>Write down anything you learn about the setting as you read:</p> <ul style="list-style-type: none"><li>• When and where is this taking place? If a particular time period isn't obvious, is it in the past, present, or future?</li><li>• What are some beliefs, practices, or behaviors that were a part of that time period?</li><li>• Does the setting change? If so, what changes do you notice in the character or plot when it changes?</li></ul>
<p style="text-align: center;"><b>Plot</b></p> <p>It is important to notice important events and problems in a story and to think about what happens as a result of these events or problems. Write down anything you notice that helps you to understand the plot.</p> <ul style="list-style-type: none"><li>• What happens in the beginning, middle, and end?</li><li>• What are some problems the character or characters face in the story? These can be internal or external.</li><li>• What are some events that are important in the story? Some of these may be flashbacks or foreshadowing.</li></ul>	<p style="text-align: center;"><b>Unknown Vocabulary/Figurative Language</b></p> <p>Write down any unknown words, powerful words, or figurative language.</p> <ul style="list-style-type: none"><li>• How can I figure out what this word means?</li><li>• Why did he use this word and not another word?</li><li>• What did he really mean with this phrase?</li></ul>

**Day 2:**

- Reread the story from Day 1
- Look back over the chart from Day 1 and determine if you included the most important information
- Thinking about what you have learned about inferencing, complete the chart below. Remember that an inference is a conclusion based on what you already know and text evidence

What you know	What the narrator says	Inference
Adults sometimes lie to kids to scare them and keep them from danger.	Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another. I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street, and red anger lived in their eyes. Their throats were hard with extra bones from biting kids on bikes, she said.	

**The narrator seems to be a somewhat sneaky character. Write a paragraph in which you agree or disagree with that statement. Use at least two details from the story to support your answer.**

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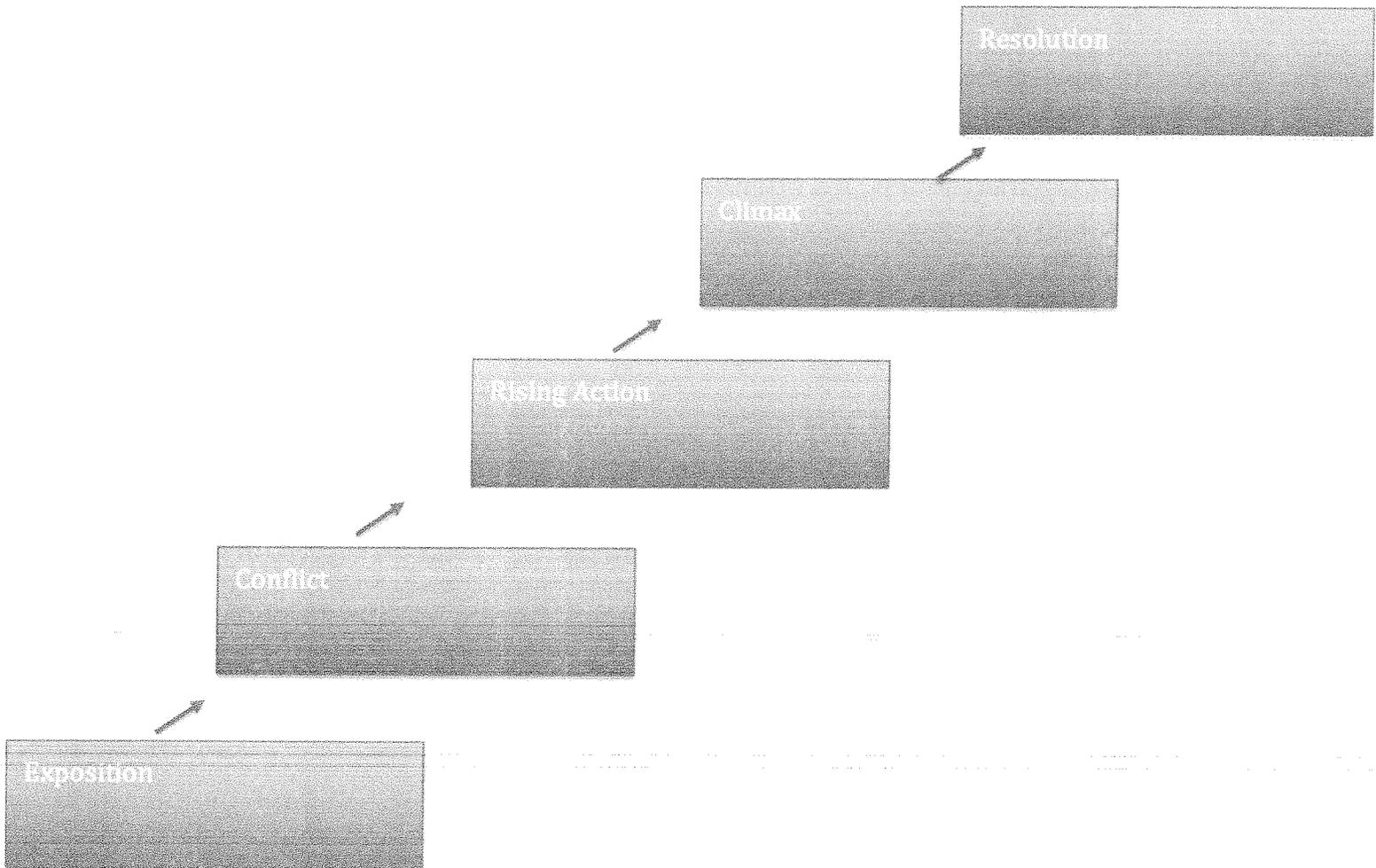
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- Reread the story from Day One.
- Read the following plot diagram. Fill in the rest of the diagram to finish mapping out the plot.



Explore how to answer this question: "What is the relationship between the setting and the conflict in this story?"

Now that you've identified the setting and the conflict, start thinking about how they are related. Ask questions such as, "Does the conflict somehow change the setting?" Or, "Is the setting the cause of the conflict?" Asking these questions will help you analyze the relationship between story elements.

On the lines below, describe the relationship between the setting and the conflict in this story. Use details from the story to support your answer.

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**Day 3:**

- Reread the story from Day One.
- As you read, think about the characters and how their actions and dialogue reveal things about the characters, propel the action of the story, or lead to characters making decisions.
- Use what you learned about the main character to complete the charts below:

<b>Dialogue</b>	<b>What This Reveals About the Character</b>	<b>How This Affects the Story</b>
"Hi Mom. I haven't gone anywhere."		
"You can run over my leg with your trike if you want."		

<b>Incident from the Story</b>	<b>How the Incident Propels Actions or Provokes a Decision</b>
He safely escaped to Sarah Street without seeing any dogs or facing any danger.	
His leg is injured when the tricycle drives over his leg.	

Describe how the dialogue and incidents reveal aspects of the character, propel the action, and provoke decisions.

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**Day 4:**

- Reread the story from Day One. Review any figurative language you noticed on Day One. See if you can find additional examples.
- Review the figurative language in the chart. Determine what impact that had on the meaning of the story. In other words, what did it help you to better understand?

<b>Figurative Language</b>	<b>Impact on Meaning</b>
<b>“Once she had said that pointing at rainbows caused freckles, and after a rain had moved in and drenched the streets, after the sparrows flitted onto the lawn, a rainbow washed over the junkyard and reached the dark barrels of Coleman pickle.”</b>	The imagery in the quote helps the reader to better understand the setting by creating a mental image of the narrator’s surroundings.
<b>“He backed up and slowly, like a tank, advanced.”</b>	
<b>“He could see my face strain to hold back a sob, two tears dropping like dimes into the dust.”</b>	

**Day 5:**

- Write about a time when you decided to ignore the advice or rules of someone in authority. How did that situation end? Did it change you at all or did you learn something from the experience?
- Use the story as a model for your own if it helps you to get started.