

# 8th Grade Snow Day Packet

## Day 2:

Language Arts.....pages	<u>1-5</u>
Science.....pages	<u>6</u>
Social Studies.....pages	<u>7</u>
Math.....pages	<u>8-9</u>
P.E.....pages	<u>10</u>
STEM.....pages	<u>11</u>
Art.....pages	<u>12</u>
Band.....pages	<u>13</u>
Choir.....pages	<u>    </u>
Computers . . . . .pages	<u>14</u>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Excerpt from *Believing in Horses*

By Valerie Ormond

2012

*Valerie Ormond is a former naval intelligence officer and a freelance writer. *Believing in Horses* tells the story of a young girl who moves to Maryland and gets a new horse, who she develops a close bond with. In this excerpt, Sadie and her horse get caught in a storm. As you read, take notes on what Lucky's company provides Sadie.*

- [1] When no one else showed up at the barn, Sadie rode Lucky in the outdoor arena, schooled him over small jumps, and worked on her equitation<sup>1</sup> skills. She thought back to her first day on Lucky when the big blue heron had swooped down, and realized how far they had come together. Perhaps because there were no other riders in the barn, Sadie felt a tinge of loneliness, and was relieved that she had her best friend, Lucky, right there.



*"A Girl and her Horse" by Garrett is licensed under CC BY-NC-ND 2.0.*

After dismounting, Sadie reasoned that it would be safe if she took Lucky for a walk on the trail, leading him instead of riding him. It made sense to her. She had never done it before, but then again she had never thought of it before. She set out on foot and the uneven footing gave her a new appreciation for the abilities of trail horses. After catching a branch or two in the face, she wondered why horses didn't put up more of a fuss and started paying closer attention to what was ahead of her. Too stubborn to turn around, Sadie forged ahead in the thick mud and tried to enjoy the serenity<sup>2</sup> of the woods.

The trail looked quite different on foot than it did atop her big horse. She followed what she thought was the right path and ended up surrounded by holly trees and sticker bushes, clearly in the wrong place. Lucky looked at her as if to say, "I told you it was the other way," and she couldn't help but laugh.

"I'll listen to you at the next fork in the road," she said, and hugged his neck. They got back on

1. the art and practice of horsemanship and horse riding
2. **Serenity** (*noun*) the state of being calm or peaceful

track and descended deeper into the woods; the sounds of deer in the distance were muffled by the leaves rustling as the wind picked up.

- [5] Sadie thought she heard a car door shut and found that odd. They were far out in the woods, and she'd never heard anything like that before back here. She chalked it up to her imagination, or a branch breaking, and put her mind back to navigating the roots and rocks on the trail and avoiding the branches that came at her face. Then it began to rain.

It wasn't a drizzle; it was a downpour. Sadie still hadn't quite figured out this Maryland weather. It seemed like it could be bright and sunny one minute, pouring rain the next, and then bright and sunny again. It hadn't been a nice day, but she hadn't expected this! Sadie couldn't see two feet in front of her face. A thunder clap came from above, as loud as she'd ever heard, and she thought it shook the earth. Lucky pulled back on the reins, but considering the sound of the thunder, he behaved well.

Sadie stood still and comforted Lucky, at the same time comforting herself. She looked to see if there was any shelter under which they could hide from the storm, but she couldn't see anything. Then she remembered seeing an old abandoned deer stand on the trail. Sadie was pretty sure it was only a few hundred yards from where they stood and set out to find it, leading the way for Lucky. The sky darkened even more, rain pelted them, and the wind howled. Sadie regretted going out on the trail alone now.

Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay. His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her. Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool. Thinking she was on a familiar path, she turned back to Lucky to calm him and tell him they were almost there. By the time she faced forward again, it was too late. She plunged down a deep ravine<sup>3</sup> and into a stream at the bottom with a loud splash and a scream.

Lucky's instincts to flee from danger took over. Sadie had let the reins go during her fall. Lucky took off in a terrified gallop through the woods.

- [10] Sadie could not afford to feel pain or panic. She had to get a hold of herself quickly. She pulled herself out from the mud, climbed up the ravine, and called after Lucky.

It was useless. He was well out of her earshot, and the rain and thunder were too loud. Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn. She didn't blame him for being so scared and losing his confidence in her.

Sadie went for her cell phone to let somebody know what was happening. This was no longer about her stubbornness or pride, it was about making sure Lucky was safe. Of course, her cell

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3. a narrow, steep-sided valley

phone was safely tucked into her saddle bag — on Lucky. She took a deep breath, told herself that was okay, and that everyone would find out soon enough what was going on when Lucky came galloping up the path to the barn alone. As a source of strength she said out loud, “I believe you’re going to know what to do, Lucky,” and trudged back towards the barn, paying very close attention to where she was going this time.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In paragraph 9 and paragraph 11, what do the words "instincts" and "instinctively" suggest about why horses often return to their homes on their own?
  - A. They are taught to do it by their parents.
  - B. They learn to do it from skillful riders.
  - C. They automatically do it by nature.
  - D. They choose to do it when humans are at risk.
  
2. PART B: Which sentence from the passage best supports the answer in Part A?
  - A. "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (Paragraph 8)
  - B. "Lucky looked at her as if to say 'I told you it was the other way,' and she couldn't help but laugh." (Paragraph 3)
  - C. "Sadie had let the reins go during her fall." (Paragraph 9)
  - D. "Lucky took off in a terrified gallop through the woods." (Paragraph 9)
  
3. PART A: Based on the passage, how are Sadie's and Lucky's points of view different?
  - A. Lucky prefers to stay near the barn, while Sadie enjoys adventures.
  - B. Lucky is intimidated by the storm, while Sadie more calmly focuses on practical needs.
  - C. Lucky enjoys the company of horses, while Sadie prefers to be with humans.
  - D. Lucky is used to the outdoors, while Sadie is just learning survival skills.
  
4. PART B: Which sentence from the passage best supports the answer in Part A?
  - A. "His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her." (Paragraph 8)
  - B. "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (Paragraph 8)
  - C. "Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn." (Paragraph 11)
  - D. "Of course, her cell phone was safely tucked into her saddle bag — on Lucky." (Paragraph 12)

5. PART A: How does the storm affect Sadie's behavior toward Lucky?
- A. It causes her to observe Lucky closely.
  - B. It leads her to speak sternly to Lucky.
  - C. It makes her decide to walk next to Lucky.
  - D. It inspires her to give Lucky more freedom.
6. PART B: Which sentence from the passage best supports the answer in Part A?
- A. "It hadn't been a nice day, but she hadn't expected this!" (Paragraph 6)
  - B. "Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay." (Paragraph 8)
  - C. "Sadie had let the reins go during her fall." (Paragraph 9)
  - D. "She didn't blame him for being so scared and losing his confidence in her." (Paragraph 11)
7. PART A: Which phrase reflects the main theme of the passage?
- A. Loyalty is unappreciated until it is tested.
  - B. The beauty of nature should be respected.
  - C. Decisions can have unintended consequences.
  - D. Companionship is a universal necessity.
8. PART B: Which sentence from the passage best supports the answer in Part A?
- A. "Perhaps because there were no other riders in the barn, Sadie felt a tinge of loneliness, and was relieved that she had her best friend, Lucky, right there." (Paragraph 1)
  - B. "It seemed like it could be bright and sunny one minute, pouring rain the next, and then bright and sunny again." (Paragraph 6)
  - C. "Sadie regretted going out on the trail alone now." (Paragraph 7)
  - D. "Sadie could not afford to feel pain or panic." (Paragraph 10)
9. How do events in the plot shape the relationship of the characters in the passage?
- A. The years Sadie has lived in Maryland have led her to be a knowledgeable guide for Lucky.
  - B. The difficult events Sadie and Lucky have gone through together have caused them to drift apart.
  - C. The time Sadie and Lucky spent together helped them to understand each other.
  - D. The poor training Sadie has given Lucky has caused Lucky to distrust her.

## Science Day 2: How La Niña Creates Stronger Winters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Introduction: What Is La Niña?

La Niña is a natural weather pattern that happens when the Pacific Ocean near the equator becomes colder than usual. It is the opposite of the phenomenon known as El Niño. This change affects weather around the world, especially in winter. Scientists gave a 57% chance of a weak La Niña forming this winter.

### During La Niña winters:

- The **northern U.S.** often gets **colder and snowier** weather.
- The **southern U.S.** tends to have **warmer and drier** weather.
- Some places see more **strong storms** and longer winters.

### How Does La Niña Cause Snowy Winters?

1. **Colder Ocean Water:** Cold water in the Pacific makes the air colder and changes how storms form.
2. **Jet Stream Changes:** The jet stream, a fast-moving band of air, moves farther north. This brings cold air and more storms to the northern U.S.
3. **More Snowstorms:** When cold air from the north meets moist air, it creates heavy snow in places like the Great Lakes, Pacific Northwest, and Northeast.

### How Could La Niña Impact Indiana?

La Niña winters often bring more snow and colder temperatures to Indiana. Here's why:

1. **Colder Air:** The jet stream shifts north, pulling colder air into Indiana from Canada.
2. **Longer Winter Season:** La Niña can extend the winter season in Indiana, meaning snow may stick around longer than usual.

**Fun Fact:** Some of the heaviest snowfalls in Indiana history have happened during La Niña years!

### Understanding La Niña

1. **What happens to the ocean during La Niña?**
2. **How does the jet stream change during La Niña?**
3. **Why might Indiana have more snow during La Niña winters?**

## Social Studies Day 2: The Pilgrims' First Winter

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Introduction: Surviving the First Winter

The Pilgrims arrived in North America in 1620 aboard the Mayflower, seeking freedom to practice their religion. After a long and difficult journey, they settled in what is now Plymouth, Massachusetts. However, their first winter was brutal. The Pilgrims were unprepared for the freezing temperatures and harsh conditions. They lacked proper shelter, food, and clothing, and many became ill. Nearly half of the settlers did not survive.

Despite these challenges, the Pilgrims received help from the Wampanoag people, who taught them how to grow crops and find food. By the following year, the Pilgrims had learned to adapt to their new environment, leading to the first Thanksgiving celebration in 1621.

### Part 1: Timeline of Events

Put the following events from the Pilgrims' first winter in the correct order by numbering them 1-4:

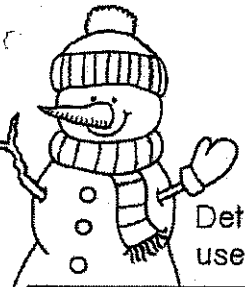
Event	Order
The Pilgrims built crude shelters to protect themselves from the cold.	
Nearly half of the settlers died from illness and harsh conditions.	
The Pilgrims arrived at Plymouth and began preparing for winter.	
The Wampanoag people helped the survivors learn how to plant crops and find food.	

### Part 2: Surviving the Winter

Answer the questions below:

1. **Challenges:** What were two major challenges the Pilgrims faced during their first winter?
2. **Help from the Wampanoag:** How did the Wampanoag people help the Pilgrims survive after their first winter?
3. **Reflection:** Imagine you were a Pilgrim during this time. What would you have done to stay hopeful and keep going during such a difficult season?



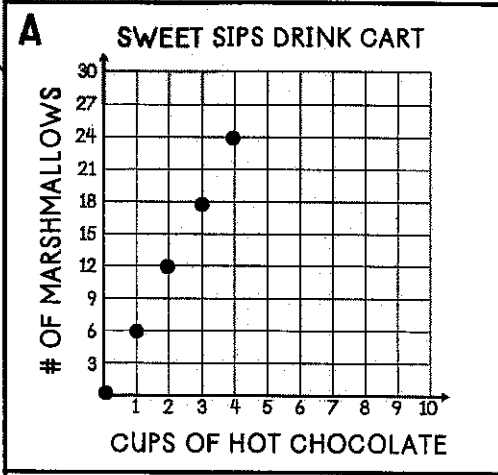


Name \_\_\_\_\_

Date \_\_\_\_\_ Pd \_\_\_\_\_

# PROPORTIONAL RELATIONSHIPS

Determine the rate of change or constant of proportionality for each representation. Then, use the color that corresponds with each solution to color the picture on the next page.



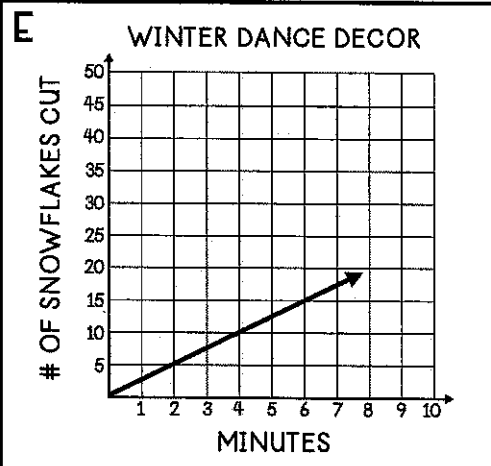
**B**

MINUTES	# OF SNOWBALLS FORMED
3	9
4	12
5	15
6	18

**C** Rita plots the points (0,0) and (2,10) on a graph to represent a proportional relationship.

**D**

x	y
10	2
15	3
20	4
25	5



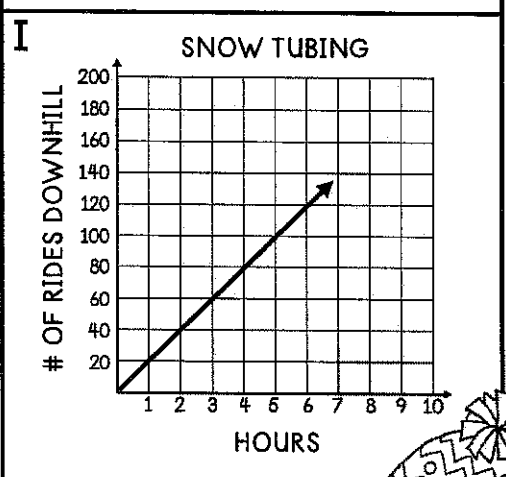
**F**

x	y
5	40
6	48
7	56
8	64

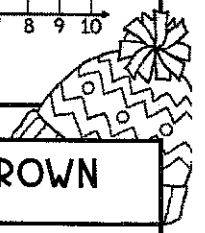
**G** A grocery store sells 8 pieces of firewood for \$8.96.

**H**

# OF CUPS OF PEPPERMINT MOCHA	TOTAL COST
2	\$7.50
3	\$11.25
4	\$15.00
5	\$18.75



RED	LIGHT BLUE	PURPLE	GREEN	ORANGE	BROWN
6	20	3	1.12	5	8
3.75	$\frac{1}{5}$	$\frac{1}{8}$	$\frac{5}{2}$	$\frac{1}{2}$	2



# PROPORTIONAL RELATIONSHIPS

Name: \_\_\_\_\_ Pd: \_\_\_\_\_

Solve each problem. Then, use the color that corresponds with each solution to color the picture below.

The illustrations in the frame are:

- Snowflake (top left):** Letters A, B, C, D, E, F, G, H, I.
- Snowman (center):** Letters A, B, C, D, E, F, G, H, I.
- Winter Hat (top right):** Letters A, B, C, D, E, F, G, H, I.
- Thermometer (middle right):** Letters A, B, C, D, E, F, G, H, I.
- Snowflake (bottom left):** Letters A, B, C, D, E, F, G, H, I.

## Advanced PE

- **Day 1:** Write an agility workout consisting of 8 different exercises (example jumps, sprint, cone drills) Then create a 4 exercise core finisher.
- **Day 2:** Write an upper body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.
- **Day 3:** Write a lower body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.

## PE 7/PE 8

- **Day 1:** The goal of this assignment is to use your creativity to come up with a game or activity that you can set up, explain to your classmates and play during PE class. I want you to be creative and use equipment that we have in school.
- **Day 2:** Write a workout Wednesday workout consisting of 10 bodyweight exercises and write down which body part is being worked beside the exercise.
- **Day 3:** Create a personal fitness plan and then select an activity that will help you reach one of your fitness goals. Write a plan that shows when and where you will do this activity. Set goals for improving your performance.

Snow Day Science: Making Snow Ice Cream Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Part 1: Materials and Procedure

1. List the materials needed to make snow ice cream:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write the steps to make snow ice cream in your own words:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Part 2: Science Behind It

3. Why is snow important in this activity? What state of matter is it?

\_\_\_\_\_

\_\_\_\_\_

4. What happens when you add sweetened condensed milk to the snow?

\_\_\_\_\_

\_\_\_\_\_

5. How does the freezing point of the snow change when ingredients are added?

\_\_\_\_\_

\_\_\_\_\_

**ART**

**Directions:** Answer the following questions with 2 or 3 complete sentences about the painting. Use additional paper or the back if needed.



**Title:** *The Young Lady with the Shiner*

**Artist:** Norman Rockwell

**Year:** 1953

**Type:** Oil Paint

**Dimensions:** 34 x 32 1/4 in

1. What is your personal response to the painting? What emotions does it evoke in you?

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2. Have your feelings changed the longer you look at it? Why or why not?

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# Band

**Watch a YouTube video on instrument cleaning, clean your instrument based on the technique used, and practice at least 10-15 minutes per day.**

**Assignment Title: Opening Your First Bank Account**

**Mr. Walkers Business and computers class**

**Objective:**

To teach students the steps involved in opening a bank account, understand the importance of saving, and familiarize them with basic financial terms.

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**Instructions:**

**1. Research the Basics:**

Use the internet, books, or ask adults to answer the following questions:

- What is a bank account, and why is it important to have one?
- What is the difference between a checking account and a savings account?
- What documents do you need to open a bank account?

**Activity: Step-by-Step Guide**

Write a step-by-step guide (5-8 steps) on how to open a bank account. Your guide should include:

- Choosing the right bank.
- Deciding between a checking or savings account (or both).
- Gathering required documents (e.g., ID, proof of address).
- Visiting the bank or applying online.
- Making your first deposit.

**2. Reflection (Short Essay):**

Write a short essay (1-2 paragraphs) answering the following questions:

- How can having a bank account help you in the future?
- What are you most excited about when opening your first bank account?

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**Extra Credit (Optional):**

Interview a parent or guardian about their first experience opening a bank account. Write a short paragraph about what you learned from their experience.