Potential Accommodations for special learners:		Accommodation
	Students who struggle with accessing the text may ask a parent or sibling to read the text aloud to them. If that support is not available, they may contact me to read the story aloud.	Having the text read aloud by parent, sibling, or teacher.
	For students struggling with how to cite evidence in-text, they may write their answer to the question and then page number and paragraph number where the evidence could be found.	Shortening the answering process.
	For students that struggle with writing and often use speech to text, they could choose to use speech to text if they have it or they could choose to record their thinking or contact me and verbally share their thinking.	Speech to text (if available) Record their own thinking Call teacher and verbally share their thinking
Enrichment Activities:	Students seeking enrichment could research one of the following topics: 1. Ray Bradbury 2. Venus 3. Historical breakthroughs and the people that made those happen (Pioneers, Discovery of Penicillin, etc.) 4. Scientific discoveries that have enhanced our daily living 5. Etc....	Projects or Ways to Show Your Knowledge: 1. PPT or GoogleSlide presentation (don't forget to cite your sources!). 2. A brochure showcasing your learning. 3. A written expository essay demonstrating your knowledge of the subject. 4. A poster presentation of the learning. 5. A mock interview with the person you researched. 6. A scientific model of Venus with information learned showcased. 7. Use your imagination!!!
Formal Assessment:	Formal assessment for enrichment activities would vary depending on how the student chose to share the knowledge gained.	

Journal Page

Monday ***"All Summer in a Day" by Ray Bradbury*** ***Connections Journal***

Read the "Make the Connection" section on page 41 of the reading packet. Answer the questions posed in the second paragraph below. Remember, the only wrong answer is the one not written down!

Notes Page

Monday *"All Summer in a Day" by Ray Bradbury* *Note Making Page*

Read the "Literary Focus", "Reading Skills" and "Imagery" sections on page 41. Then read page 126 about making inferences when reading. As you read, make notes below in the chart for each of the elements (Setting, Making Inferences, and Imagery). I've typed in place holders to get you started. If you need more room, please use another piece of paper.

Term, Element, Concept	Definitions, Facts, Information, and Questions!!! (If you have questions about anything you are reading, make a note of it on this side of the chart.)
Setting	
Making Inferences	
Imagery	
Other Notes	

Read / Think / Write Page

Tuesday ***"All Summer in a Day" by Ray Bradbury*** ***Read/Think/Write***

As you read the story you will find prompts (shaded boxes in the margin). These prompts are numbered and you will see that number in the text. When you come to one of these numbers/prompts please stop and read the prompt. Once you've read the prompt, think about how you would answer it. Once you've thought about it, record your thinking (your answer) on the lines provided below. They are also numbered to help you stay organized! If you need more space, please use notebook paper!

#1. INFER: How do the children feel about the weather on Venus? Base your inference on their dreams.

#2. INFER: How is Margot different from the other children? Don't forget to include evidence from the text.

3. INFER: Why do you suppose Bradbury compares the children to animals?

4. PREDICT: What will happen now?

Reading Comprehension

Wednesday ***"All Summer in a Day" by Ray Bradbury*** ***Reading Comprehension***

Now that you have read the story, you are ready to answer the comprehension questions! Read each question carefully and write complete answers to each. Remember to use evidence from the text to support your answers! ☺ If you need more space, please use notebook paper!

#1. How do you feel about what the other children do to Margot in Bradbury's story? Explain.

#2. From her behavior throughout the story, what do you INFER Margot will say or do when she is let out of the closet?

#3. Why is the SETTING of this story (including the weather) so important to the plot? Explain how the story might change if it were set somewhere else.

Extension Questions

Thursday ***"All Summer in a Day" by Ray Bradbury*** ***Extension Questions***

It is time to challenge you! Read each of the following questions. You will ***CHOOSE 1*** of the questions to answer. Please write your answer on a separate piece of notebook paper.

Option # 1: Do you think the hardships faced by pioneers (like the ones in this story) are worth it? Would you volunteer to be a colonist on a distant planet? Why or why not?

OR

Option # 2: Read the "Meet the Writer" on page 50 (if you haven't already). Bradbury talks about imagining future wonders / discoveries like he did. What is something that you think will be possible in the next 30 years that isn't today?

OR

Option #3: Read the "Meet the Writer" on page 50 (if you haven't already). Bradbury shares a story of how he knew the Space Age was coming far before it actually happened. Talk to your family members who are older, such as your parents, aunts or uncles, or grandparents. Ask them if there is anything now that they thought was impossible when they were your age. Write about what you learned from them.

Imagery Activity Instructions

Friday ***"All Summer in a Day" by Ray Bradbury*** ***Imagery Activity***

Review the notes you took on Day 1 about imagery. Re-read the story, "All Summer in a Day" and highlight, circle, or underline examples of imagery used by the author.

Congratulations!

You've completed Week 1 of Distance Learning!!!

Plan For The Week Students Template

Plan for the week of: 4/13 - Pizzola

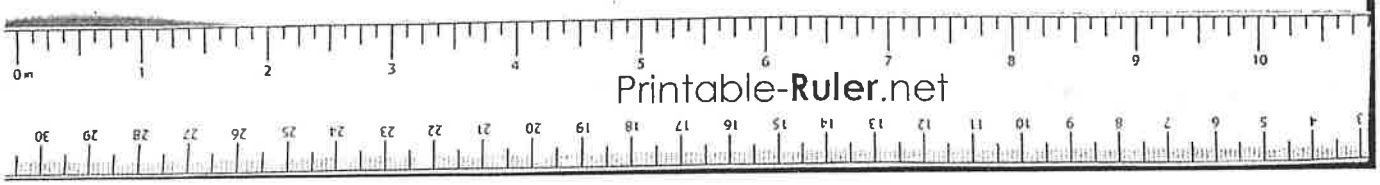
At the end of the week you will know, understand, and/or be able to do the following:
Find the perimeter and area of rectangles, squares and area of triangles and quadrilaterals.
Why does this learning matter?
You will use perimeter and area for landscaping, fencing, housing livestock, building any sort of structure, etc.
The plan for the week :
• Daily: Complete your daily warm-up problems, on the correct day, before beginning the lesson of the day. For this week's packet, a ruler is located at the bottom of the warm up sheet for you to use throughout the packet in case you don't have one at home. • Monday: Introduce the topic of perimeter and area of rectangles and squares through description and multiple examples. Complete the "House blueprint" worksheet to practice what you've learned. • Tuesday: Introduce the topic of perimeter and area of triangles and quadrilaterals through a description and multiple examples. Worksheet to practice principles learned. • Wednesday: Review formulas and complete extension activity building various structures with different sized lines and then find the area and perimeter of built structures.. • Thursday: Work through 2 perimeter/ area word problems using a step by step approach and explaining your thinking. • Friday: Quiz! How well do you now understand perimeter and area? When completed, think about how this week's work went- give yourself a thumb on how you think you are on perimeter and area.
Who To Ask For Help and How To Reach Them
If you have any questions or need help, please feel free to reach out to Mrs. Pizzola via email (kpizzola@fernridge.k12.or.us) or by phone at 541-833-0770.

Math Warmups

Name: _____

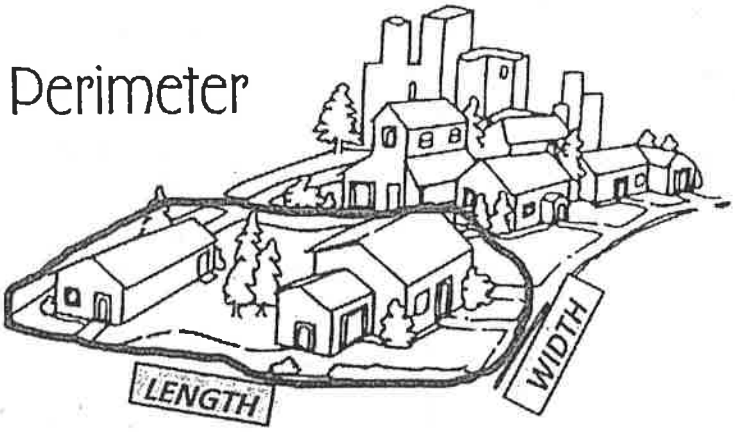
Week of April 13th

Monday	Tuesday	Wednesday	Thursday	Friday
solve the inequalities: <, >, = ① 5 ___ 10 ② 5 ___ -5 ③ 5 ___ 5 ④ 15 ___ 5 ⑤ -10 ___ 10	① If Ralph ran 15 miles in 5 days - how far would he run in... 8 days - 12 days. 2 days -	Order these from smallest to largest... .26, 1/5, 22%, 1/4, 24%, .251	Give me the perimeter and area for a square with side lengths of 5.2 in - P = A = side lengths of 2 3/4 ft? P = A =	Write the following expressions... ① The sum of x and 12. ② The product of 8 and 3. ③ 5 is the quotient of 15 and 3.



Monday

Area and Perimeter

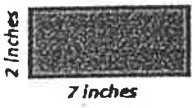


Have you ever walked around the block where you live? If you did, you walked its perimeter. The **perimeter** is the distance around the outside of a shape. **(The red line.)**

The space inside the perimeter is called the **area.** The area includes the space inside two-dimensional figures that have a length and a width.

Remember: Perimeter is on the outside of a figure and the area is the space on the inside of a figure. Think about a fence surrounding a farm or ballfield. It is placed on the perimeter of the space, on the outside. Everything inside the fence is called the area, or the space of the farm or ballfield.

FINDING PERIMETER

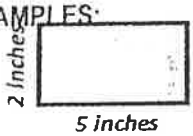


A rectangle is a 2-dimensional figure with two equal lengths and two equal widths. In the example to the left, the length equals 7 inches, the width equals 2 inches. The distance around the rectangle will be the periemeter. You can add: 2 + 7 + 2 + 7 = 18 Or, since the 2 widths and 2 lengths are the same: (2 x 2) + (2 x7) = 18

The formula for finding the perimeter of a rectangle: 2 x width + 2 x length

P = 2(w) + 2(l)

EXAMPLES:



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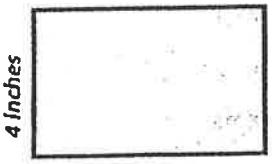

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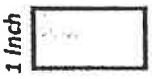

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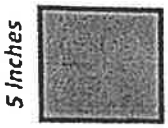
26

The number outside each figure is its perimeter in inches. You can add the 2 lengths plus the 2 widths or you can use the formula and multiply the length x 2 and the width x 2, and then add.

Monday

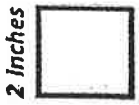
FINDING PERIMETER



A square is a 2-dimensional rectangle with four equal sides. The length and the width of squares are the same. In the example to the left, the length is 5 inches and the width is 5 inches. The distance around the square will be the perimeter. You can add: 5 + 5 + 5 + 5 = 20. Or, since all the sides of a square are the same, you can multiply a side by 4: 4 x 5 = 20.

The formula for finding the perimeter of a square: side + side + side + side **OR** 4 x side **P = 4(s)**

EXAMPLES:



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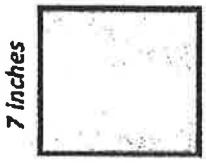

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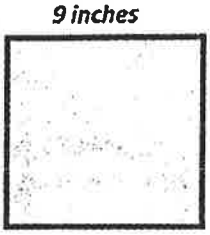


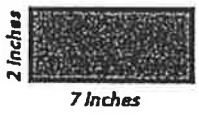
36

The number outside each figure is its perimeter in inches. You can add the four sides or you can use the formula and multiply the length of a side times 4. Perimeter of a square = 4 times the length of a side.

FINDING AREA

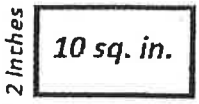
Finding the area of a rectangle involves three simple steps:

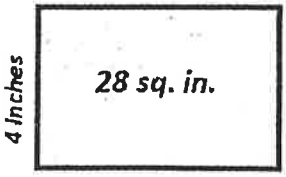
1. Find the length. (7 inches)
2. Find the width. (2 inches)
3. Multiply length x width. (7 x 2 = 14)

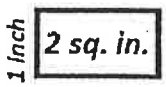


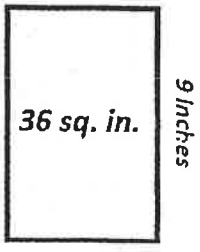
The area of the red rectangle is **14 square inches.**

Here are more examples using the formula: **A = l x w or A = lw**









CLARENDON LEARNING

Monday

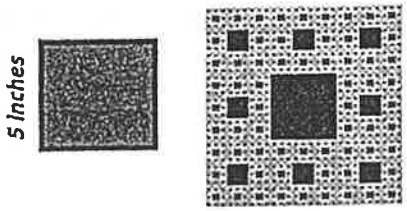
FINDING AREA

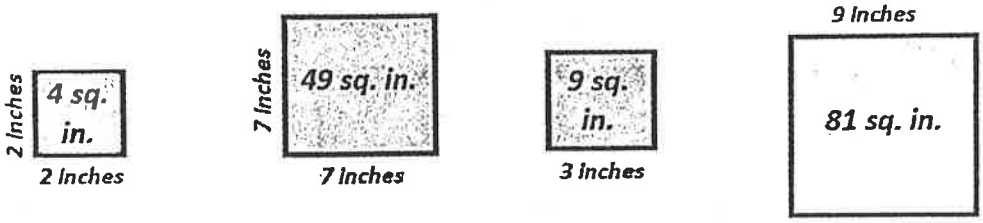
Finding the area of a square involves two simple steps:

1. Find the length of one side. (5 inches)
2. Square the side (multiply it by itself). ($5^2 = 5 \times 5 = 25$)

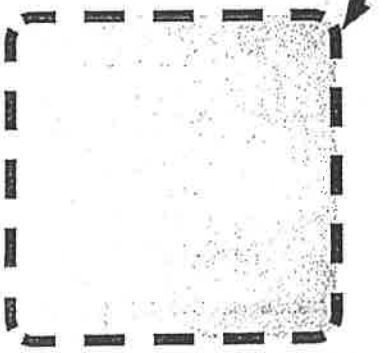
The area of the purple rectangle is **25 square inches.**

Here are more examples using the formula: $A = s^2$



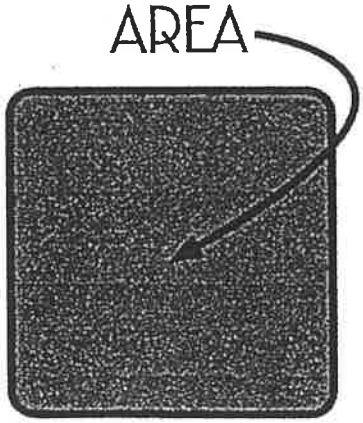


PERIMETER



In summary, the perimeter is the distance around the outside of a shape.

AREA



The area is the amount of space inside a shape.

The measurements can be in inches, millimeters, feet, miles, kilometers, etc. There are squares and rectangles all around you with different perimeters and areas.

Can you think of a familiar square or rectangle in your town or neighborhood?

CLARENDON LEARNING
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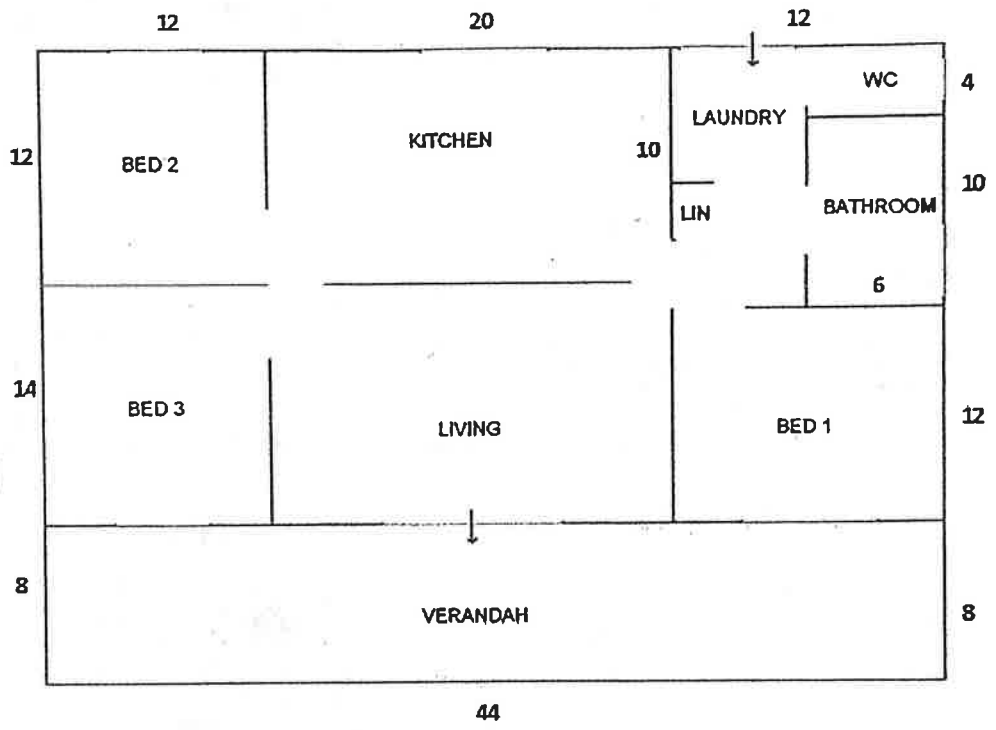
Monday

Practice

Name _____ Date _____

Complete the chart below using the home plans – All numbers shown are in feet.



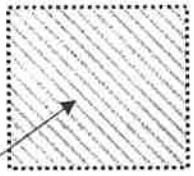
Room	PERIMETER	AREA
Bed 1		
Bed 2		
Bed 3		
Verandah		
Living		
Kitchen		
Bathroom		
Laundry/WC/LIN		
Entire Home		

Tuesday

Yesterday we learned about finding the perimeter and area of squares and rectangles:

- Perimeter is finding the distance AROUND a shape. Think about walking a fence line or walking around the outside of something and it can be found with this formula: 2L + 2W
- Area is finding the distance INSIDE of a shape. Think about the fence line you just walked, the area is all of the space inside this perimeter. The area can be found with this formula- L x W

Perimeter- the area AROUND a shape



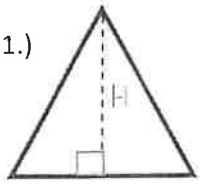
Area- The space INSIDE a shape

Today we are going to talk about finding the area of triangles and quadrilaterals.

- **Triangle**- a shape with THREE sides. The formula for finding the area of a triangle - Base x Height / 2 (B x H) / 2. Because a triangle is basically half of a square or rectangle, we divide by 2.
- **Quadrilateral**- a shape with FOUR straight sides, but even though quadrilaterals all must have 4 straight sides, they often look very different from each other. Most often we will see parallelograms and trapezoids and we find the area of them like a triangle, (B x H) without dividing by 2.

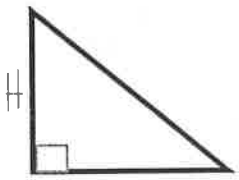
Let's look at some examples...

1.)



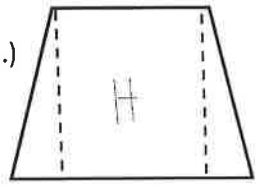
Base

2.)



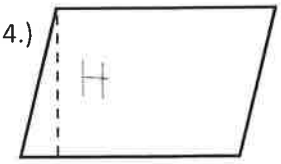
Base

3.)



Base

4.)



Base

For **examples 1 and 2**, they are both triangles, we would multiply the base times the height and divide that answer by 2. = (B x H) / 2

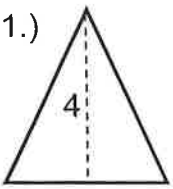
For **example 3**, if you break the trapezoid down into 3 shapes you have one rectangle and 2 triangles. You already know how to find the area of a rectangle, add that answer to the areas of the 2 trianges. That will give you your total area.
(Area of triangle 1 + Area of triangle 2 + Area of rectangle= Trapezoid area)

Tuesday

Example 4 is the simplest. Since both sets of lines are parallel, why it is called a parallelogram, we simply multiply the base times the height. (B x H = AREA)

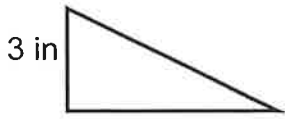
Let's try some practice problems...

1.)



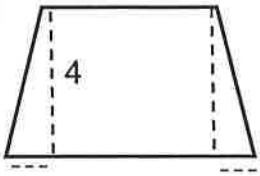
7 in

2.)



8 in

3.)



2 in 4 in 2 in

4.)

8 in

Example 1- Multiplying the base times the height and dividing by two, so (7 x 4) / 2 = 14 inches squared

Example 2- Multiplying the base times the height and dividing by two, so (8 x 3) / 2 = 12 inches squared

Example 3 – When split up, this trapezoid makes 3 smaller shapes. Find the area of the first triangle, find the area of the center square section, find the area of the second triangle and then add them altogether. (4 x 2) /2 + (4 x 4) + (4 x 2) /2 = 24 inches squared

Example 4 – Parallelograms are similar to triangles in their formula, except we don't have to divide by 2. Simply multiply the base times the height, so (8 x 3) = 24 inches squared

How do you feel about finding the area of triangles and quadrilaterals? If you are feeling good about it and understand- move on. If it is a bit fuzzy and you don't get it- that's FINE! Go back and review the examples. If you're still stuck after reviewing them again, now may be a good time to reach out to parents/guardians for help or Mrs. Pizz.

Complete the practice problems on the next page. Don't forget to include measurements in your answer and square every time you find area!

Tuesday

~~Kuta Software - Infinite Geometry~~

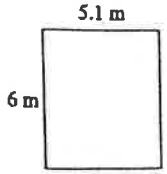
Name_____

Area of Triangles and Quadrilaterals

Date_____ Period____

Find the area of each.

1)



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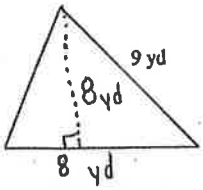
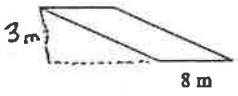
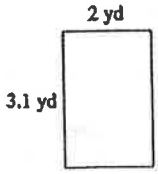


3)



4)



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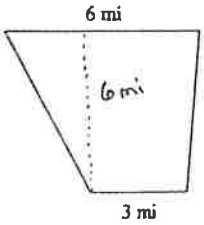

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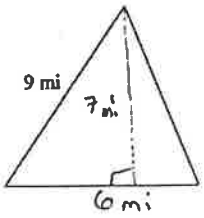

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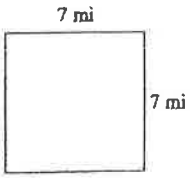

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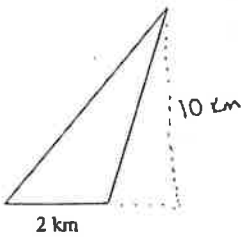

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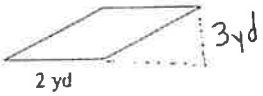
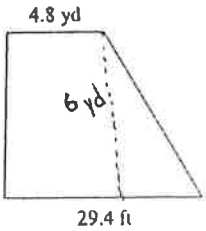


10)



Wednesday

Part 1

Activity

Name _____ Date _____

Instructions

1. Cut apart each black-striped line.
2. Make as many squares and rectangles as possible by rearranging and joining the lines together.
3. Measure the lengths and widths of each. Round to the nearest ½ inch or centimeter.
4. Sketch each new square or rectangle in the space provided showing length/width.
5. Compute the perimeter and area of each new figure.

Check the box:		Sketch:	Perimeter =	Area =
Square	Rectangle			

Wednesday

Part 2

Now, using the same lines you cut out for the first part of the activity, make at least 3 triangles and 3 new quadrilaterals by rearranging and joining the lines together. Measure the lengths and widths of each. Round to the nearest ½ inch or cm. sketch each new shape in the table provided. Calculate the perimeter and area of the figures you created.

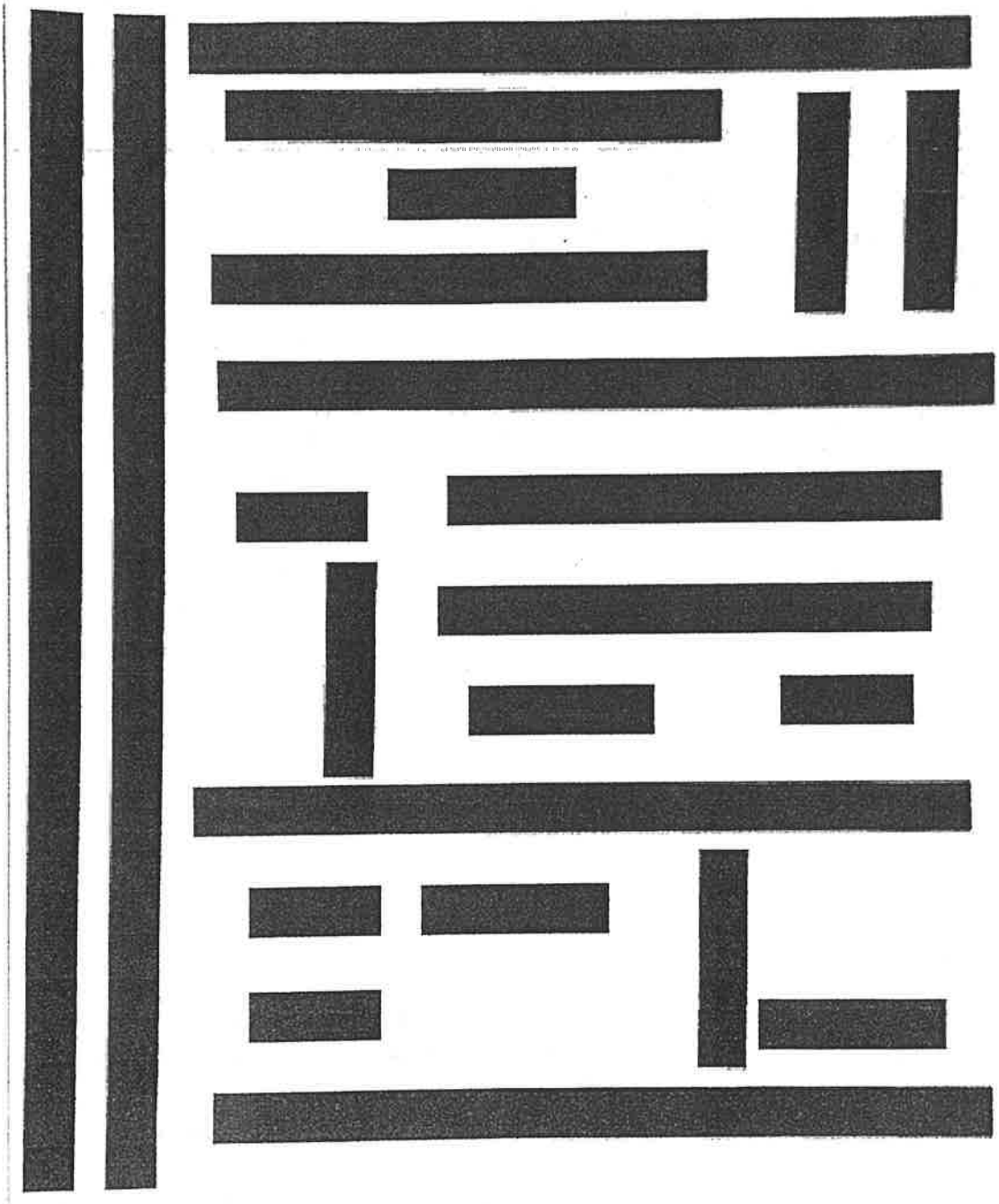
Shape	Sketch	Perimeter =	Area =
Triangle 1			
Triangle 2			
Triangle 3			
Quadrilateral 1			
Quadrilateral 2			
Quadrilateral 3			
Extra Shape 1			
Extra Shape 2			

Wednesday

Wednesday

Activity

Name _____ Date _____



Thursday

Kyle's Corral Conundrum

Kyle works at Greenhorn Ranch every summer. He is building a rectangular corral using 64 feet of fencing. How wide and how long should he make the corral to get the largest possible area? Explain your thinking and your answer(s) step by step...

A City Walk

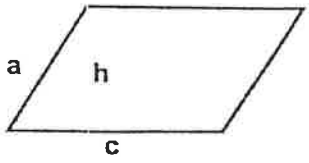
Every block in the city is exactly .25 miles long. Jimmy just got back from a walk. He walked three blocks and took a right. He walked two blocks and took a left. He walked one block and took another left. He then walked three blocks and took another left. Jimmy walked four blocks, turned left again, and walked one block back to where she started. How far did Jimmy walk (perimeter) and what was the area of what he walked around. Move on to the back of this sheet to explain your thinking and describe your problem-solving step by step. Also, draw a diagram.

Friday - Quiz

Name : _____ Score : _____

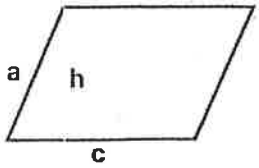
Teacher : _____ Date : _____

Identify and Calculate the Area and Perimeter for each Quadrilateral.



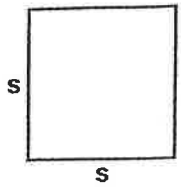
a = 5.87 inches
c = 9.5 inches h = 5.5 inches

Area: _____
Perimeter: _____
Type: _____



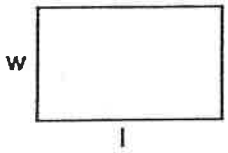
a = 6.18 ft
c = 8.5 ft h = 5.9 ft

Area: _____
Perimeter: _____
Type: _____



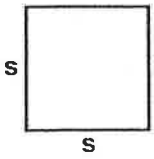
s = 6.6 ft

Area: _____
Perimeter: _____
Type: _____



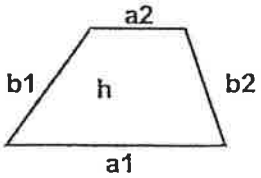
l = 8.1 inches w = 5 inches

Area: _____
Perimeter: _____



s = 5.5 ft

Area: _____
Perimeter: _____



a1 = 9.9 inches a2 = 4.2 inches
b1 = 6.48 inches b2 = 5.51 inche
h = 5.2 inches

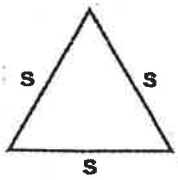
Area: _____
Perimeter: _____

Friday Quiz.

Name : _____ Score : _____

Teacher : _____ Date : _____

Identify and Calculate the Area and Perimeter for each Triangle.

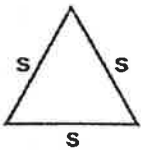


s = 7 ft

Area: _____

Perimeter: _____

Type: _____

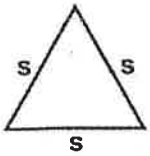


s = 5.8 cm

Area: _____

Perimeter: _____

Type: _____

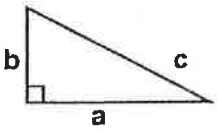


s = 6 ft

Area: _____

Perimeter: _____

Type: _____

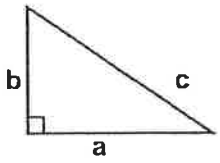


a = 7.9 inches b = 4.1 inches

c = 8.9 inches

Area: _____

Perimeter: _____

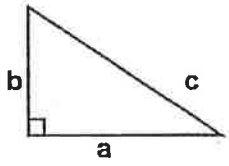


a = 8.1 cm b = 5.5 cm

c = 9.79 cm

Area: _____

Perimeter: _____



a = 8.4 inches b = 5.6 inches

c = 10.1 inches

Area: _____

Perimeter: _____

Physical Education ACTIVITY LOG

April 13 - 19

Use this activity log to track your physical activity minutes for one week. Have an adult sign their initials next to each day that you complete 30-60 minutes. Do the Warm-Up Daily Routine, pick one fitness activity from list on back, pick one activity from list on back, and complete the cool-down. (Example day is done for you)

Day	Warm-Up	Fitness	Activity	Cool-Down	Total
Example Day	*Daily Routine - 5 Min*	*One Minute Challenge Push Ups - 1 Min*	*Walk The Dog - 20 Min*	*Cool-Down - 5 Min*	*31 Minutes*
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Goals for the week:

1. The Students Will Be Able To (TSWBAT) complete at least 30 minutes of activity 5 days a week.
2. TSWBAT complete one DARBEE workout during the week.

Reason:

- During this tough time, students need to really focus not only on school, but themselves. Being physically active, even at home, is very important to help with the mental and physical state of the student. Please really try to get some activity in each day. This will help get everyone through this tough time.

Contact Info:

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Mrs. McBride	Phone Number - (541) 362-4757	Email- cmcbride@fernridge.k12.or.us

Physical Education ACTIVITY LOG

Warm-Up Daily Routine:

1. Stork Pose - 15 Seconds on Each Leg
2. 10 Push-Ups
3. 20 Swimmers
4. 30 Second Plank
5. 10 Small Crunches
6. 10 Oh-No's
7. 10 Heel Touches

Cool-Down:

Pick 5 muscles to stretch each day and hold each stretch for 20 seconds.

- Examples - Quads, Hamstrings, Calfs, Triceps, etc.

Fitness Activities:

1. One Minute Challenges - Do as many as possible for one minute
   a. Push-Ups
   b. Sit-Ups
   c. Air Squats
   d. Jump Squats
   e. Burpees
   f. Plank
   g. Jumping Jacks
   h. Jump Rope
2. Tabata - Pick 4 different exercises. Complete one exercise 8 times for 20 seconds of exercise and 10 seconds of rest. (Youtube has great examples)
   a. Example - 20 sec air squats/10 sec rest (repeat 8 times), 20 sec Oh-No's/10 sec rest (repeat 8 times), 20 sec plank/10 sec rest (repeat 8 times), 20 sec jumping jacks/10 sec rest (repeat 8 timcs)
3. Darbee Workouts - www.Darbee.com (great examples)
   a. ***Extra Mile*** - 5 Rounds of: 20 March Steps, 10 Calf Raises, 20 March Steps, 20 Butt Kickers, 20 March Steps, 20 High Knees, 20 March Steps (2 minute rest between rounds)
   b. ***White Rabbit*** - 5 Rounds of: 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles, 20 March Steps, 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles (2 minute rest between rounds)
   c. ***Rascal*** - 5 Rounds of: 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges (2 minute rest between rounds)
   d. ***Burn-Out*** - 3 Rounds of: 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles (2 minute rest between rounds)

Activity Examples:

Walk the Dog
Family Walk
Family Hike
Basketball
Badminton
Clean Horse Stalls
Frisbee
Yard Work
Dance Party
Clean House
Tag Game
Bike Riding
Play Catch
Stack Wood
Go for a Jog
Wiffle Ball
Soccer