

# GRADE LEVEL PACKET:

Week of

8<sup>th</sup>  
APR 20

4-20-2020

## Hello!

All of the FRMS staff hope that your family continues to be safe and well during this closure.

To help provide your student with learning opportunities during this time, we have included the following in this packet:

**Language Arts and Math Assignments**

**Science and Social Studies Assignments (Supplemental)**

**P.E-** Weekly plans to keep your child engaged in physical activities

**Counselor's Page-** Suggestions from Ryan Chambers on ways to keep your family healthy socially and emotionally during this closure.

**Band Practice Materials Also Available**

Each "assignment" comes with a guide for parents/students that walks them through what to do each day and includes phone and email contact information for teachers in case you have any questions. You may want to review these guides to plan out the week. At this time, we are not including answer keys. If you are stuck and need information, please feel free to contact teachers directly and they will help you.

**This packet can be returned when the new packet is picked up next week. When you return your packet, please make sure it is paper clipped or stapled together and names are on papers. We will have paper clips at the drop off station.**

Our office will be open 8:00 to 3:30 each day. Lockers can be cleaned out on Tuesdays, Wednesdays, and Thursdays between now and May 1<sup>st</sup>. Families can also check the lost and found during these times. Our lost and found will be donated to charity on May 1<sup>st</sup>.

Stay well

Olivia Johnson  
FRMS Principal  
541-935-8230

We miss you!





Fern Ridge Families,

I hope you all are doing as well as can be expected during this uncertain and stressful time. Now that some longer term decisions have been made regarding school, sports, community activities and social distance measures, I know that stress related to closures of all kinds are mounting and may be causing some anxiety and familial stress. I wanted to share with you a document put together by the Clay Center for Young Health Minds that provides some information on reducing some of that anxiety and stress.

Additionally, on our district website under the Covid-19 tab you will find Mental Health and Wellness resources and a Family Resources page that has information on utility assistance and local food banks.

If you have any questions or would like any additional information, please email me at [rchambers@fernridge.k12.or.us](mailto:rchambers@fernridge.k12.or.us) or call or text 541-362-4287.

Thank You,

Ryan Chambers, FRMS Counselor

## **Guidance For Helping Kids of All Ages:**

### **1. Control Your Own Anxiety**

Many of us are worried about the current situation and living with uncertainty isn't easy. Yet, anxiety is "contagious." Your kids will know that you are nervous even if you try to hide it. So how can you keep your cool, despite your own worries? Here are [some things that may help](#):

- **Get the most credible information you can.** Focus on [fact-based, helpful information](#) about the virus. Avoid endless social media streams, which can be filled with misinformation, and constant [breaking news](#) headlines, which can fuel your concerns. Stay up to date with notices from your child's school, your state, and your city or town. Anxiety is best contained if you know the [guidelines for protecting](#) you and your loved ones, including hand washing, cleaning surfaces, use of sanitizers, whether you or your family [need to be in isolation](#), and what supplies you should have at home in case you are quarantined.
- **Talk with folks who support you.** This could be your partner, a parent, a friend, a spiritual leader, or another trusted adult you can confide in.
- **Take care of your physical health.** Get a good amount of [sleep](#) and exercise and use other ways to reduce anxiety, such as [meditation](#), yoga, listening to music, or watching a TV show.
- **If your child asks if you are worried, be honest!** They will know if you are not telling them the truth. You can say things like: "Yes, I'm worried about the virus, but I know that there are ways to prevent its spread and take care of the family if one of us gets sick."

### **2. Approach Your Kids and Ask What They Know**

Most children will have heard about COVID-19, particularly school-age kids and adolescents. They may have read things online, seen something on TV, or heard friends or teachers talk about the illness. Others may have overheard you talking about it. There is a lot of misinformation out there, so don't assume that they know specifics about the situation or that the information they have is correct. Ask open ended questions:

- What have you heard about the coronavirus?
- Where did you hear about it?
- What are your major concerns or worries?

- Do you have any questions I can help you answer?
- How are you feeling about the Coronavirus?

Once you know what information they have and what they're concerned about, then you can help to fill in any necessary gaps.

### 3. Validate Their Feelings and Concerns

Kids may have all sorts of reactions to the COVID-19. Some may be realistic, while others exaggerated. For example, if grandma is in a nursing home, they may have heard that older adults get sicker than healthier, younger individuals. You need to be able to acknowledge this valid concern, but can reassure them that grandma has the best medical care to manage the illness.

### 4. Be Available for Questions and Provide New Information

This outbreak is likely to last a long time, so one conversation won't be enough. At first, your child's emotional reactions will outweigh their thoughts and concerns. As the outbreak continues and your kids get new information, they will need to talk again. Let them know they can come to you at any time with questions or worries. It's also a good idea to have regular check ins, as they may not approach you with their fears. When you update your kids with new information, don't assume that they fully understand everything you say. Ask them to explain things back to you in their own language. This is an excellent way to know if your kids understood what you meant.

### 5. Empower Them by Modeling Behavior

An important part of prevention is hand washing, coughing or sneezing into your sleeves, wiping your nose with tissue then discarding it, trying to keep your hands away from your face, not shaking hands or making physical contact with others, and wiping surfaces with material that is at least 60% alcohol.

Be sure to demonstrate these behaviors first, so your kids can have a good model. It's a great idea for you to wash your hands *with* young children singing "Happy Birthday" twice (about 20 seconds) so they know what to do on their own. Wiping surfaces as a family, after dinner, helps everyone feel part of the prevention effort. For older kids and teens, give alternatives to high fives or fist bumps, like elbow bumping, bowing, or using Mr. Spock's "live long and prosper" Vulcan salute.

When you see your kids practicing good hygiene praise them for it! Reinforce that they are not only taking care of themselves, but also helping to prevent the spread of germs to others.

### 6. Provide Reassurance

Your kids may worry about how you're going to get through this. Remind them of other situations in which they felt helpless and scared. Kids love family stories, and these narratives carry a lot of emotional weight. Try something like: "Remember that hurricane when a tree fell on the apartment?" or "Remember when the pipes burst in the house and we were flooded?" Remind them that you have been through challenging times before, and though everyone was distressed, everyone also worked together and got through it. Reliving these kinds of narrative helps the whole family to build resilience and hope.

### 7. Don't Blame Others

In stressful times, when we feel helpless, there's a tendency to blame someone or become more fearful, even when there is no evidence to support these reactions. This can create social stigma and be harmful towards certain groups of people – in the case of COVID-19, particularly people of Asian descent, and people who have recently traveled. The last thing we want our kids to do when frightening events happen is to cast blame on others, either intentionally or without meaning to.

When you ask your kids what they know about the virus, listen for anything that discriminates against a group of people, and address it in your conversation. And make sure not to reinforce negative stereotypes in your own actions and conversations.

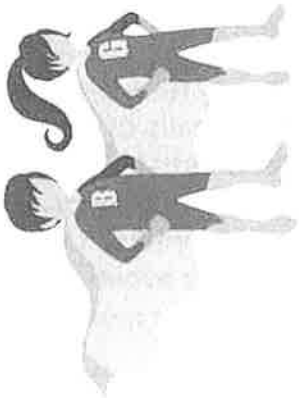
# My Origin Story

Learning about things that are hard and how they make us stronger can help us get through a difficult time in our lives.

Every superhero has an origin story, an explanation of where they came from that helps us understand why they do what they do. Sometimes, those origin stories are scary, sad, or both. We can look at many Marvel or DC comics or movies and see that all of the heroes had to go through something hard to become who they are.

Take a minute to think about something in your life that helped define or shape who you are....your origin story!

# My Origin Story



Every hero has a journey of overcoming their past to become something even greater. Draw out yours: What happened/when, how it was difficult, the strengths that were uncovered, and what this means today.

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# Physical Education

## ACTIVITY LOG

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

Period: \_\_\_\_\_

April 20 - 26

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             |
|--------------------|------------------------------|--|------------------------------|--------------------------|-------------------|
| <i>Example Day</i> | <i>Daily Routine - 5 Min</i> | <i>One Minute Challenge Push Ups - 1 Min</i> | <i>Walk The Dog - 20 Min</i> | <i>Cool-Down - 5 Min</i> | <i>31 Minutes</i> |
| 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 of the One Minute Challenges 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:

Mr. Peeler Phone Number - (541) 972-3997  
 Mrs. McBride Phone Number - (541) 362-4757

Email - [jpeeler@fernridge.k12.or.us](mailto:jpeeler@fernridge.k12.or.us)  
 Email - [cmcbride@fernridge.k12.or.us](mailto:cmcbride@fernridge.k12.or.us)

### Warm-Up Daily Routine:



# Physical Education

## ACTIVITY LOG

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

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

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

### Cool-Down:

### 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 times)
3. Darbee Workouts - [www.Darbee.com](http://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 (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  
Other



Plan For The Week Students Template  
Plan for the week of: April 20th- April 24th

At the end of the week you will know, understand, and/or be able to do the following:

You will read two literary texts and apply writing skills that connect to the text.

Why does this learning matter?

This learning matters because both pieces of literature are written by Ray Bradbury and we are opening our ideas to think about machines in a different way.

The plan for the week :

- **Monday, 4/20:** Journal and answer the prompt "Have you ever heard the saying "If people were meant to fly, they'd have wings? Explain if you agree or disagree with this saying. Is it wrong for humans to attempt things that nature has not given them the power to do?"
- **Tuesday, 4/21:** When we read, we read with the purpose of demonstrating our understanding. Read "The Flying Machine," and answer the comprehension as you read.
- **Wednesday, 4/22:** Journal and answer the prompt "Even though this flying machine is beautiful, it scares the emperor because he cannot control it or account for all of its unexpected consequences that the machine could produce. Does beauty need to be controlled?"
- **Thursday, 4/23:** When we read, we read with the purpose of demonstrating our understanding. Read "The Dragon," and answer the comprehension as you read.
- **Friday, 4/24:** Reflection, how do you feel about following ideas that relate to "The Dragon?" Are machines now as powerful as mythical dragons of old? Is it heroic to fight against monsters when they may not be real? People think life is full of terrifying dangers, why do you think that is?
- **Challenge and extension writing:** Ray Bradbury was a bit of a technophobe. Combining the word technology with the Greek word *phobos* creates the noun that means someone who fears technology. Tell a story about a technophobe living in today's world using digital communication as a primary resource. This story should follow plot structure and may even have a turning point where the main character overcomes or is confronted by their fear. Consider answering the questions: who is your character and where does this story take place, what events lead up to the conflict, what is the main conflict, what actions help the character resolve the conflict, what is the outcome and what is learned? Notice how there are five questions, each question for each paragraph. See where this writing takes you and explore those ideas. All extension activities are optional and meant to be fun.

Who To Ask For Help and How To Reach Them

Ruth Larson, 8th grade English teacher. My hours of availability are from 8am to 4pm. Email is the best way to contact me at [rlarson@fernridge.k12.or.us](mailto:rlarson@fernridge.k12.or.us). I am also available by phone using google voice, please call me for immediate support at (541) 539-6258. I usually answer emails within an hour or two of receiving them. If I hear from you outside of my hours, it will take longer than two hours to get back to you, but our communication is of highest priority to me.

Additionally, I know that working adults may not have time to connect with me during those hours because you don't get home from work or you don't clock out of working from home until after 5pm, if that's the case for you, like it is for many, please email me! I'm also a mom to a 9 year old, working from home, so being available for him and taking care of my family during this closure is important to me. Please have patience with this system of communication and I'm happy to work with you always.



## The Flying Machine

By Ray Bradbury

In the year A.D. 400, the Emperor Yuan held his throne by the Great Wall of China, and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm breeze when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes," said the Emperor, "the air is sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then - the sun has risen and a new day is upon us. Or the sea is blue. That now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a Voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of paper and bamboo, coloured like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight." They drank tea.

"Please," said the servant at last, "or he will be gone." The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky.

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds to make wings and a beautiful yellow tail, and he was soaring all about like the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning. "I fly, I fly!"

The servant waved to him. "Yes, yes!"

The Emperor Yuan did not move. Instead he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which writhed with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy hordes and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What have you done?" said the Emperor again.

"I have just told you!" cried the flier.

"You have told me nothing at all." The Emperor reached out a thin hand to touch the pretty paper and the birdlike keel of the apparatus. It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man. "And I am the inventor."

"The only one in the world?" "I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the son. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. "Come along."

They walked back to the great house. The sun was full in the sky now, and the smell of the grass was refreshing.

The Emperor, the servant, and the flier paused within the huge garden.

The Emperor clapped his hands. "Ho, guards!" The guards came running. "Hold this man." The guards seized the flier. "Call the executioner," said the Emperor. "What's this!" cried the flier, bewildered. "What have I done?" He began to weep, so that the beautiful paper apparatus rustled.

"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."

The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a serene white mask.

"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted his key to the tiny, delicate machine and wound it up. Then he set the machine going.

The machine was a garden of metal and jewels. Set in motion, the birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to tiny emerald birds, and standing by impossibly small but tinkling fountains.

"Is it not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."

"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens. I have smelled the sea and even seen it, beyond the hills, from my high place. And I have soared like a bird; oh, I cannot say how beautiful it is up there, in the sky, with the wind about me, the wind blowing me here like a feather, there like a fan, the way the sky smells in the morning! And how free one feels! That is beautiful, Emperor, that is beautiful too!"

"Yes," said the Emperor sadly, "I know it must be true. For I felt my heart move with you in the air and I wondered: What is it like? How does it feel? How do the distant pools look from so high? And how my houses and servants? Like ants? And how the distant towns not yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly still, "when one must lose a little beauty if one is to keep what little beauty one already has. I do not fear you, yourself, but I fear another man."

"What man?"

"Some other man who, seeing you, will build a thing of bright papers and bamboo like this. But the other man will have an evil face and an evil heart, and the beauty will be gone. It is this man I fear."

"Why? Why?"

"Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?" said the Emperor.

No one moved or said a word.

"Off with his head," said the Emperor.

The executioner whirled his silver ax.

"Burn the kite and the inventor's body and bury their ashes together," said the Emperor.

The servants retreated to obey.

The Emperor turned to his hand-servant, who had seen the man flying. "Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour."

"You are merciful, Emperor."

"No, not merciful," said the old man. Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that smelled of the morning wind. He saw the dark smoke climb into the sky. "No, only very much bewildered and afraid." He saw the guards digging a tiny pit

wherein to bury the ashes. "What is the life of one man against those of a million others? I must take solace from that thought."

He took the key from its chain about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirred its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny faces loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow colour, flying, flying, flying in that small sky.

"Oh," said the Emperor, closing his eyes, "look at the birds, look at the birds!"

From Golden Apples of the Sun Doubleday, 1953



**TUESDAY, PLEASE READ "THE FLYING MACHINE" AND ANSWER THE FOLLOWING QUESTIONS**

"The Flying Machine" Comprehension Questions

1. What words would you use to describe the emperor?

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2. What do you think the conflict or struggle is in this story?

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3. What did the emperor do to the flying man?

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4. On what grounds does the flying man ask for mercy?

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5. What does the emperor fear?

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6. How does the emperor justify treatment of the flying man?

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THURSDAY, PLEASE READ AND ANSWER THE QUESTIONS THAT FOLLOW

FICTION

# THE DRAGON

AUGUST 1955 RAY BRADBURY

THE night blew in the short grass on the moor; there was no other motion. It had been years since a single bird had flown by in the great blind shell of sky. Long ago a few small stones had simulated life when they crumbled and fell into dust. Now only the night moved in the souls of the two men bent by their lonely fire in the wilderness; darkness pumped quietly in their veins and ticked silently in their temples and their wrists.

Firelight fled up and down their wild faces and welled in their eyes in orange tatters. They listened to each other's faint, cool breathing and the lizard blink of their eyelids. At last, one man poked the fire with his sword.

"Don't, idiot; you'll give us away!" "No matter," said the second man. "The dragon can smell us miles off, anyway. God's breath, it's cold. I wish I was back at the castle." "It's death, not sleep, we're after. . . ." "Why? Why? The dragon never sets foot in the town!" "Quiet, fool! He eats men traveling alone from our town to the next!" "Let them be eaten and let us get home!" "Wait now; listen!" The two men froze.

They waited a long time, but there was only the shake of their horses' nervous skin like black velvet tambourines jingling the silver stirrup buckles, softly, softly.

"Ah." The second man sighed. "What a land of nightmares. Everything happens here. Someone blows out the sun; it's night. And then, and then, oh, God, listen! This dragon, they say his eyes are fire, his breath a white gas; you can see him burn across the dark lands. He runs with sulfur and thunder and kindles the grass. Sheep panic and die insanc. Women dcliver forth monsters. The dragon's fury is such that tower walls shake back to dust. His victims, at sunrise, are strewn hither thither on the hills. How many knights, I ask, have gone for this monster and failed, even as we shall fail?"

"Enough of that!" "More than enough! Out here in this desolation I cannot tell what year this is!" "Nine hundred years since the Nativity."

"No, no," whispered the second man, eyes shut. "On this moor is no Time, is only Forever. I feel if I ran back on the road the town would be gone, the people yet unborn, things changed, the castles unquarried from the rocks, the timbers still uncut from the forests; don't ask how I know, the moor knows and tells me. And here we sit alone in the land of the fire dragon, God save us!"

"Be you afraid, then gird on your armor!" "What use? The dragon runs from nowhere; we cannot guess its home. It vanishes in fog; we know not where it goes. Aye, on with our armor; we'll die well-dressed." Half into his silver corselet, the second man stopped again and turned his head. Across the dim country, full of night and nothingness from the heart of the moor itself, the wind sprang full of dust from clocks that used dust for telling time. There were black suns burning in the heart of this new wind and a million burnt leaves shaken from some autumn tree beyond the horizon. This wind melted landscapes, lengthened bones like white wax, made the blood roil and thicken to a muddy deposit in the brain. The wind was a thousand souls dying and all time confused and in transit. It was a fog inside of a mist inside of a darkness, and this place was no man's place and there was no year or hour at all, but only these men in a faceless emptiness of sudden frost, storm and white thunder which moved behind the great falling pane of green glass that was the lightning. A squall of rain drenched the turf, all faded away until there was unbreathing hush and the two men waiting alone with their warmth in a cool season.

"There," whispered the first man. "Oh, there. . . ." Miles off, rushing with a great chant and a roar—the dragon. In silence, the men buckled on their armor and mounted their

horses. The midnight wilderness was split by a monstrous gushing as the dragon roared nearer, nearer; its flashing yellow glare spurted above a hill and then, fold on fold of dark body, distantly seen, therefore indistinct, flowed over that hill and plunged vanishing into a valley.

“Quick!” They spurred their horses forward to a small hollow. “This is where it passes!” They seized their lances with mailed fists, and blinded their horses by flipping the visors down over their eyes. “Lord!” “Yes, let us use His name.” On the instant, the dragon rounded a hill. Its monstrous amber eye fed on them, fired their armor in red glints and glitters. With a terrible wailing cry and a grinding rush it flung itself forward. “Mercy, God!” The lance struck under the unlidded yellow eye, buckled, tossed the man through the air. The dragon hit, spilled him over, down, ground him under. Passing, the black brunt of its shoulder smashed the remaining horse and rider a hundred feet against the side of a boulder, wailing, wailing, the dragon shrieking, the fire all about, around, under it, a pink, yellow, orange sun-fire with great soft plumes of blinding smoke.

“Did you see it?” cried a voice. “Just like I told you!” “The same! The same! A knight in armor, by the Lord Harry! We hit him!” “You goin’ to stop?” “Did once; found nothing. Don’t like to stop on this moor. I get the willies. Got a feel, it has.” “But we hit something!” “Gave him plenty of whistle; chap wouldn’t budge!” A steaming blast cut the mist aside. “We’ll make Stokely on time. More coal, eh, Fred?” Another whistle shook dew from the empty sky. The night train, in fire and fury, shot through a gully, up a rise, and vanished away over cold earth, toward the north, leaving black smoke and steam to dissolve in the numbed air minutes after it had passed and gone forever.

Thursday

“The Dragon” Comprehension Questions

1. Who are the characters? What problem do they face?

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2. What did the knights plan to do?

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3. What happens when the knights attack the dragon?

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4. What important information do you learn from the details at the end of the story?

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5. Think about the clues that Bradbury gives to describe the dragon "unlidded yellow eye," "his breath a white gas," see him burn across the dark lands," Were you surprised that the dragon's real identity was not a dragon after all, but a train?

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### Friday

Reflection, how do you feel about following ideas that relate to "The Dragon?" Are machines of now as powerful as mythical dragons of old? Is it heroic to fight against monsters when they may not be real? People think life is full of terrifying dangers, why do you think that is?

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## Math Plan

Week 4-20 through 4-24

At the end of the week you will know, understand, and/or be able to do the following:

Be able to recognize the pythagorean theorem in three dimensions (3d) as  $a^2 + b^2 + c^2 = d^2$  as well as apply the pythagorean theorem in real world situations using coordinates and or making a diagram.

Why does this learning matter?

There are many uses for the pythagorean formula it is a bridge between geometry and algebra. The formula quite literally applies to everything from route planning to bridge building. I quite literally could go on for hours but instead of doing that how about a quote from Pythagoras himself. "Be silent or let they words be worth more than silence."

The plan for the week :

- Monday: Explore 3d pythagorean theorem read, understand and practice a few in an equation
- Tuesday: Make diagrams and solve word problems for both 2d and 3d using the pythagorean theorem
- Wednesday: Explore perimeter and distance in a coordinate plane (recall perimeter is the distance around an object)
- Thursday: Find the distance between any two points using a coordinate plane and the pythagorean theorem
- Friday: Perform a task using what you know about the pythagorean theorem, scale factors and distance in a coordinate plane or do a Sudoku puzzle

Who To Ask For Help and How To Reach Them

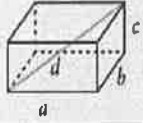
Please feel free to call or e-mail on any of this if you are stuck or just wanting to talk about math. Mr. Humphrey e-mail or phone are great.  
E-mail: [Khumphrey@fernridge.k12.or.us](mailto:Khumphrey@fernridge.k12.or.us)  
Phone 541.782.8255

Recall last week we worked on the pythagorean theorem. The pythagorean theorem is used for two dimensional shapes (shapes with lengths and widths.. Precisely right triangles). The next few days we will be working towards understanding the pythagorean theorem in three dimensional shapes (shapes with a length, width and height..precisely rectangular prisms)and putting use of our skills with the 2 dimensional pythagorean theorem. So now let's have this make sense.

The Pythagorean Theorem works in three dimensions with the formula:  $a^2 + b^2 + c^2 = d^2$

**THE PYTHAGOREAN THEOREM IN THREE DIMENSIONS**

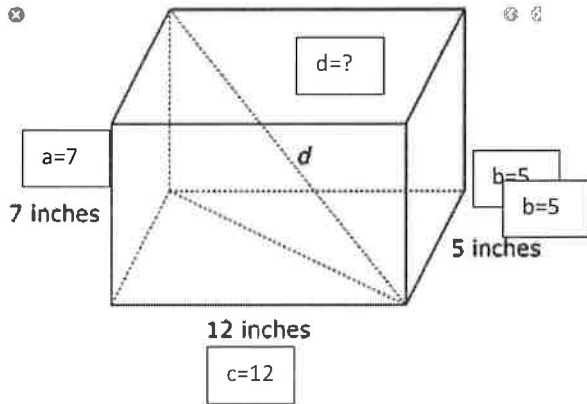
In a rectangular prism, the length of the longest diagonal  $d$  squared is equal to the sum of the squares of the length  $a$ , width  $b$  and height  $c$  of the prism.

$$a^2 + b^2 + c^2 = d^2$$


- Steps algorithm**
1. Write the 3d formula
  2. Substitute known values
  3. Simplify by squaring
  4. Add
  5. Square root both sides
  6. Round to the nearest tenth

Now  $a$ ,  $b$  and  $c$  are the length, width and height of a rectangular prism we can let the variables be something like  $l, w, h$  or  $a, b, c$ . Example one let's go ahead and label each as is  $a, b, c$

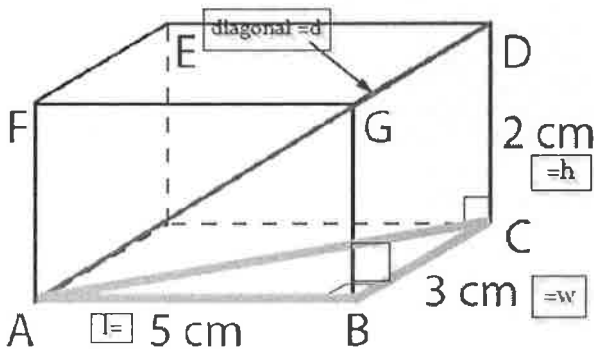
**Example 1** includes every little step



**Ex.1**  
Order of a b and c do not matter  
 $a=7$   $b=5$   $c=12$

step 1  $a^2 + b^2 + c^2 = d^2$   
step 2  $7^2 + 5^2 + 12^2 = d^2$   
step 3  $49 + 25 + 144 = d^2$   
step 4  $218 = d^2$   
step 5  $\sqrt{218} = \sqrt{d^2}$   
 $\sqrt{218} = d$   
step 6  $14.7648... = d$   
 $14.8 \approx d$

**Example 2** Let's call the variables  $l, w, h$  this example



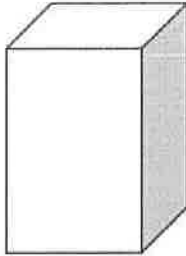
**Ex.2** only necessary steps:  
order of  $l, w$  and  $h$  does not matter  
 $l=5$   $w=3$   $h=2$

step 1  $l^2 + w^2 + h^2 = d^2$   
step 2  $5^2 + 3^2 + 2^2 = d^2$   
step 3  $25 + 9 + 4 = d^2$   
step 4  $38 = d^2$   
step 5  $\sqrt{38} = d$   
step 6  $6.2 \approx d$



1. A rectangular prism is 3 inches long, 4 inches wide and 8 inches tall. What is the length of its longest diagonal?

DIAGRAM



|        |  |     |     |
|--------|--|-----|-----|
|        | a=3  | b=4 | c=8 |
| step 1 | $a^2 + b^2 + c^2 = d^2$  |     |     |
| step 2 | _____ <sup>2</sup> + _____ <sup>2</sup> + _____ <sup>2</sup> = $d^2$ |     |     |
| step 3 | _____ + _____ + _____ = $d^2$  |     |     |
| step 4 | _____ = $d^2$  |     |     |
| step 5 | $\sqrt{\text{_____}}$ = d  |     |     |
| step 6 | _____ $\approx$ d  |     |     |

FYI on #1 the answer is between 9 and 10 if you got it right move on if you did not get it right go back double check it ...did you square 3 or multiply by 2?

2. A rectangular prism is 5 inches long, 6 inches wide and 10 inches tall. What is the length of its longest diagonal?

|        |  |    |    |
|--------|--|----|----|
|        | a=   | b= | c= |
| step 1 | $a^2 + b^2 + c^2 = d^2$  |    |    |
| step 2 | _____ <sup>2</sup> + _____ <sup>2</sup> + _____ <sup>2</sup> = $d^2$ |    |    |
| step 3 | _____ + _____ + _____ = $d^2$  |    |    |
| step 4 | _____ = $d^2$  |    |    |
| step 5 | $\sqrt{\text{_____}}$ = d  |    |    |
| step 6 | _____ $\approx$ d  |    |    |

3. A rectangular prism is 7 inches long, 8 inches wide and 9 inches tall. What is the length of its longest diagonal?

|         |  |    |    |
|---------|--|----|----|
| Number1 | a=   | b= | c= |
| step 1  | $a^2 + b^2 + c^2 = d^2$  |    |    |
| step 2  | _____ <sup>2</sup> + _____ <sup>2</sup> + _____ <sup>2</sup> = $d^2$ |    |    |
| step 3  | _____ + _____ + _____ = $d^2$  |    |    |
| step 4  | _____ = $d^2$  |    |    |
| step 5  | $\sqrt{\text{_____}}$ = d  |    |    |
| step 6  | _____ $\approx$ d  |    |    |

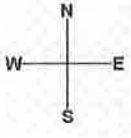
Fyi if you finished this quickly see if you can draw a rectangular prism for 2 and 3.

4. Which prism had the longest diagonal number 1, 2 or 3? Where you surprised why or why not?

This worksheet asks you to solve Pythagorean theorem problem with  $a^2 + b^2 = c^2$  and 3d pythagorean theorem problems solved with  $a^2 + b^2 + c^2 = d^2$

**Draw a diagram and solve for the missing measure. Round to the nearest tenth.**

1. A car travels 60 miles due north then makes a turn due west. It travels 72 miles west. How far is the car from its starting point?



2. Michelle delivers books to school libraries. Her truck has a slide out ramp for unloading the books. The top of the ramp is 3 feet above the ground. The ramp itself is 5.2 feet long. What is the horizontal distance the ramp reaches?

3. Pete has a 15-foot ladder. The safety instructions recommend he should have the base of the ladder 6 feet from the base of the wall he will lean the ladder against. How high will the ladder reach on the wall?

4. A local businessman bought a square plot of land. The sides of the lot measure 32 feet on each side. He decides to split the lot into two equal-sized right triangles by putting a fence down the diagonal. Approximately how many feet of fencing will he need?

5. A rectangular prism is 5 inches long, 8 inches wide and 10 inches tall. What is the length of its longest diagonal?

6. Chris is mailing his friend a poster that has been rolled up in a long tube. He has a box that measures 20 inches by 8 inches by 4 inches. What is the maximum length the rolled poster can be?

## Wednesday 4/22 ~ Explore! Perimeter on the Coordinate Plane

Name \_\_\_\_\_ Period \_\_\_\_\_

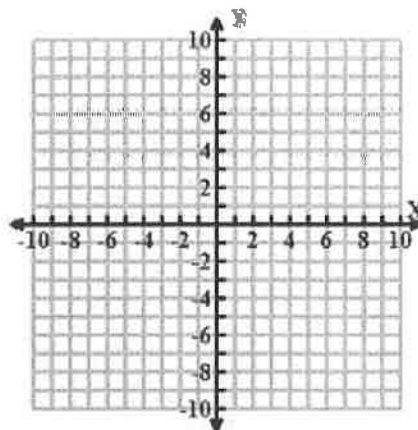
**Step 1:** Use the coordinate plane at right for **Steps 2-4**.

**Step 2:** Plot the ordered pairs below on the coordinate Plane and connect them in the order given. Connect the last point to the first point.

A(3, 7) B(-8, 7) C(-8, -1) D(3, -1)

**Step 3:** What is the name of the quadrilateral formed?

**Step 4:** Find the length of each side of the quadrilateral. What is the perimeter of the figure?



**Step 5:** On the coordinate plane at right, plot the points and connect them in the order given. Connect the last point to the first point.

X(-3, -2) Y(-3, 4) Z(5, 4)

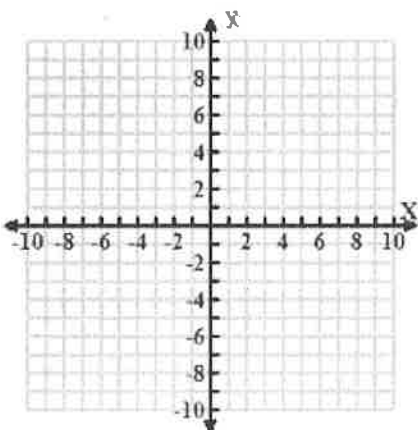
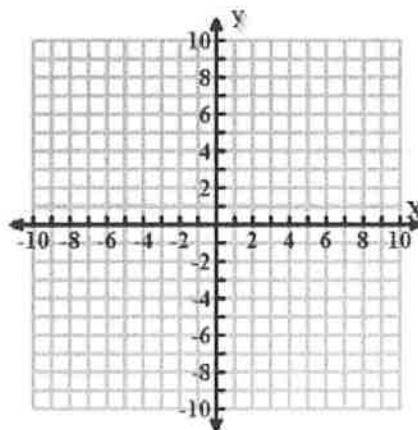
**Step 6:** Classify the triangle based on its angles.

**Step 7:** Find the length of the legs of the triangle.

**Step 8:** Use the Pythagorean Theorem to find the length of the hypotenuse of the triangle.

**Step 9:** What is the perimeter of the triangle?

**Step 10:** Sketch a right triangle with integer coordinates on the coordinate plane at right. Find the perimeter of the right triangle. Show all work necessary to justify your answer.



On Wednesdays lesson in number 8 we used the pythagorean theorem to solve for the diagonal in a coordinate plane this will be the basis for how to solve problems in this section. In summary you are using the pythagorean theorem to solve for the distance between any two points.

**FINDING DISTANCE ON A COORDINATE PLANE**

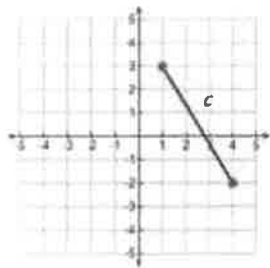
1. Graph the two ordered pairs. Connect the points and label the segment  $c$ .
2. Using  $c$  as the hypotenuse of a right triangle, draw the legs of the triangle.
3. Find the lengths of the legs.
4. Use the Pythagorean Theorem to find the length of the hypotenuse  $c$ . This length is the distance between the two points on the coordinate plane.

**EXAMPLE 1**

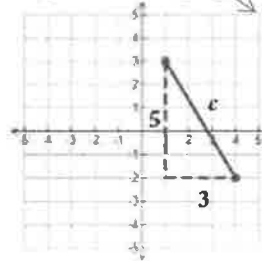
Find the distance between (1, 3) and (4, -2). Round to the nearest tenth.

**SOLUTION**

Graph the points. Connect with a line segment and label it  $c$ .



Using the line segment as the hypotenuse, draw the legs of the triangle. Record their lengths on the graph.



The legs are horizontal and vertical line segments on the coordinate plane

Write the Pythagorean Theorem.  
 Substitute the known values into the equation.  
 Simplify by squaring.  
 Add.  
 Square root both sides of the equation.  
 Round to the nearest tenth.

$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 3^2 + 5^2 &= c^2 \\
 9 + 25 &= c^2 \\
 34 &= c^2 \\
 \pm\sqrt{34} &= \sqrt{c^2} \\
 5.8 &\approx c
 \end{aligned}$$

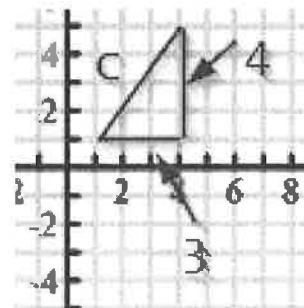
The distance between (1, 3) and (4, -2) is about 5.8 units.

Use the positive square root of both sides of the equation since distance is a positive number

**EXAMPLE 2** Let's find the distance between 2 points with real easy points (1,1) and (4,5)

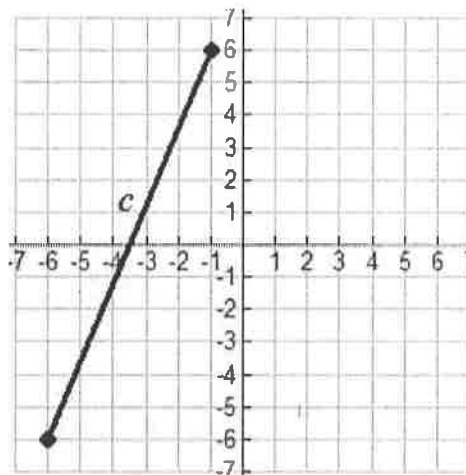
- Step 1 arrows at top
- Step 2 done to the right
- Step 3 done to the right
- Step 4

$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 3^2 + 4^2 &= c^2 \\
 9 + 16 &= c^2 \\
 25 &= c^2 \\
 \sqrt{25} &= c \\
 5 &= c
 \end{aligned}$$



1. a. Draw two legs to make a right triangle on the graph.
- b. Write the lengths of the legs on the triangles.
- c. Fill in the blanks in the Pythagorean Theorem using the graph.

$$\underline{\quad\quad}^2 + \underline{\quad\quad}^2 = c^2$$



- d. What is the length of line segment c?

**On the graph paper provided and perhaps a separate sheet of paper Find the distance between each set of points.**

- |                      |                       |                        |
|----------------------|-----------------------|------------------------|
| 2. (2, 6) and (5, 1) | 3. (0, -3) and (2, 0) | 4. (-1, 4) and (2, -2) |
| 5. (0,0) and (-7,2)  | 6. (4,2) and (-4,-5)  | 7. (1,3) and (-2, 2)   |

Challenge problems moving forward...if you have spent 30 minutes on this lesson feel free to be finished .

8. (3.5, 2) and (0, -1)

9. On a map, the town of Bandon is located at (1, 3). The town of Union is located at (10, 8) on the map.

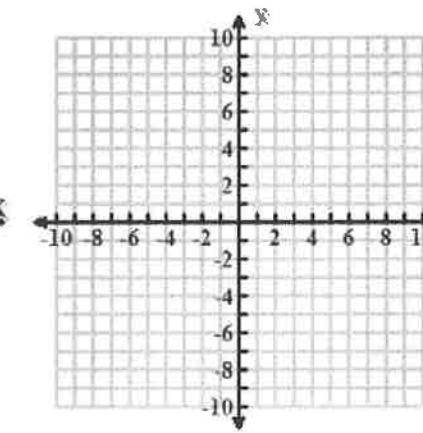
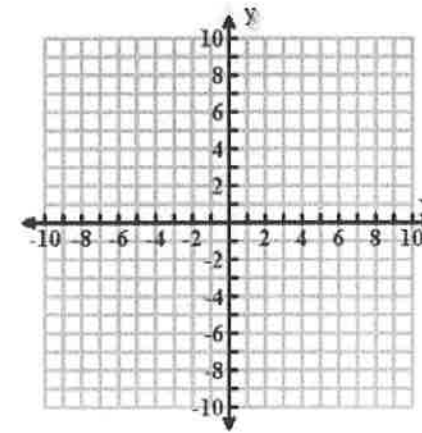
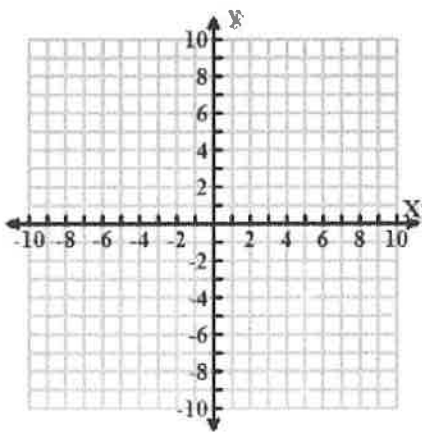
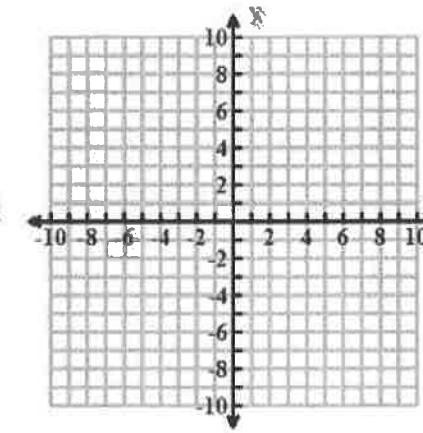
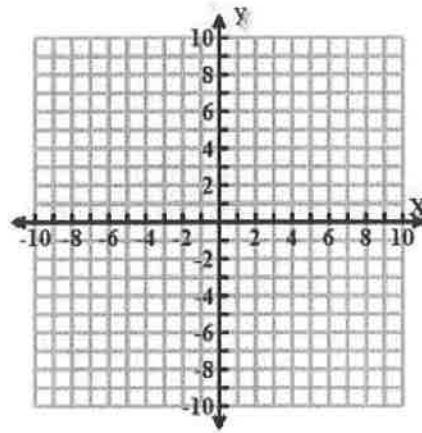
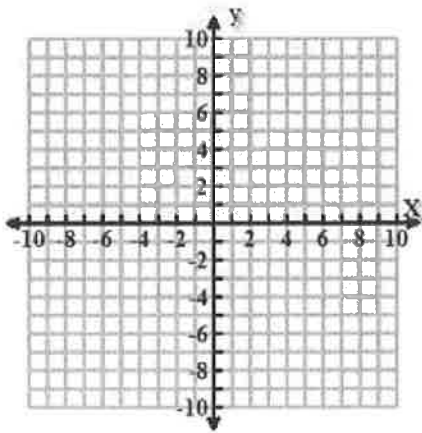
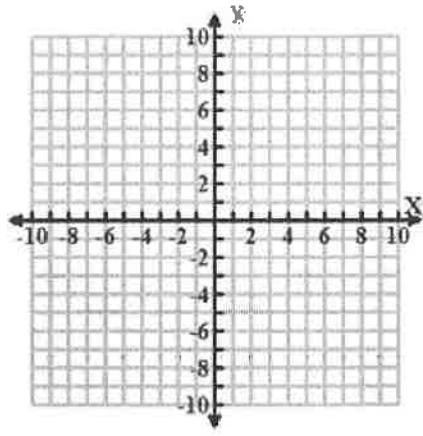
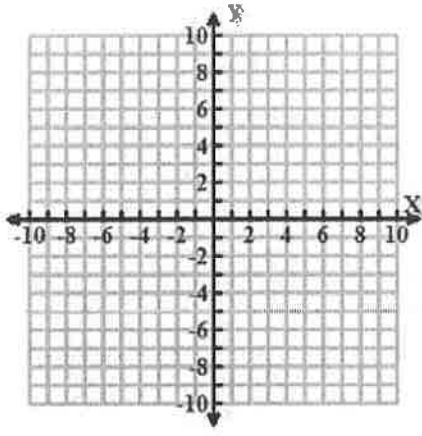
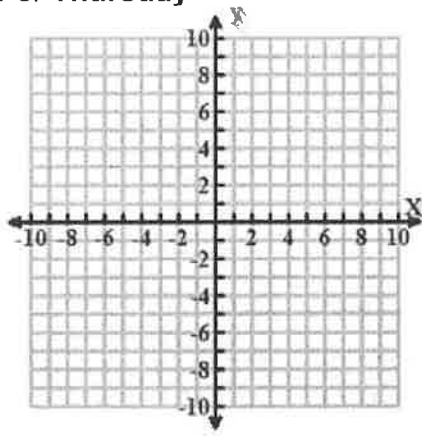
- a. Find the distance between the two towns on the map.
- b. Each unit on the map is equal to 45 miles. Approximately how far apart are Union and Bandon?



Which ordered pairs are a distance of 5 from the origin, (0, 0)? Write all that apply.

- (5, 0)      (3, 4)      (4, 1)      (0, -5)      (4, -3)      (-1, 4)      (2, 3)

For Thursday



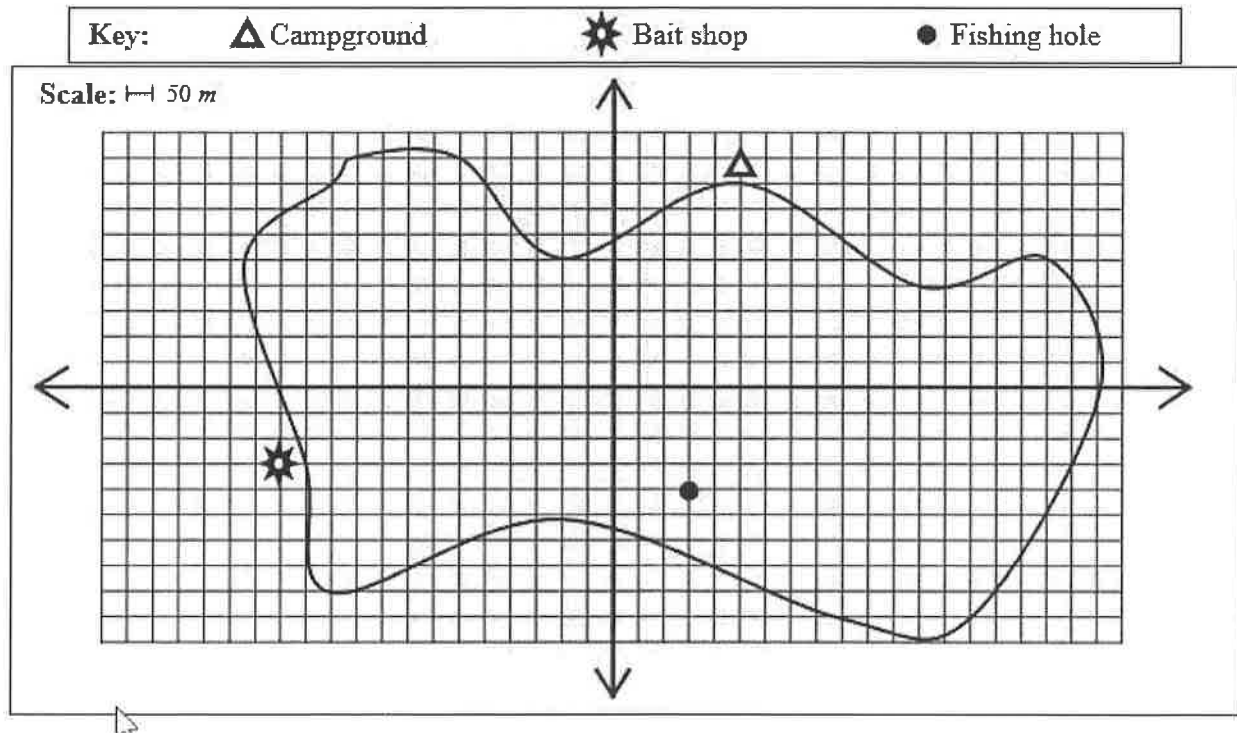
Math 4/24/20  
page

**Friday** either do this Fishing hole challenge problem or a soduko or two on the next

Name \_\_\_\_\_

Period \_\_\_\_\_

Lexie and her family are camping at a lake. Lexie and her grandfather were told about a good fishing hole. The camper that told them about the fishing hole drew a map of the lake on a coordinate plane (see below).



Lexie and her grandfather are going by boat directly from the campground to the bait shop for supplies, then straight to the fishing hole. After they catch their limit they will go straight back to the campground. Draw the path the boat will travel then write the ordered pair that represents each place the boat will stop at. Determine the total distance they will travel by boat. Show all work necessary to justify your answer.

On a scale of 1 -10 how successful do you feel with this packet

8th Math

The object of Sudoku is to place the numbers 1 through 9 in each Quadrant, Row and Column without any number being repeated. Feel free to try any of these.

Here is an example of one solved

Easy Sudoku Image 24

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 5 | 7 | 4 | 2 | 9 | 3 | 8 | 6 | 1 |
| 1 | 6 | 4 | 5 | 2 | 8 | 7 | 3 | 9 |
| 2 | 6 | 1 | 5 | 4 | 8 | 3 | 7 | 9 |
| 8 | 2 | 6 | 1 | 5 | 7 | 9 | 3 | 4 |
| 4 | 5 | 3 | 9 | 6 | 2 | 1 | 8 | 7 |
| 9 | 1 | 7 | 3 | 8 | 4 | 6 | 2 | 5 |
| 1 | 8 | 2 | 4 | 3 | 5 | 7 | 9 | 6 |
| 7 | 3 | 9 | 6 | 2 | 1 | 5 | 4 | 8 |
| 6 | 4 | 5 | 8 | 7 | 9 | 2 | 1 | 3 |

Easy

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   |   | 5 |   | 6 | 2 |   |   | 3 |
|   |   |   | 1 |   | 5 | 2 | 9 |   |
| 9 |   |   | 3 | 7 |   | 6 |   |   |
| 6 |   | 2 | 5 | 3 | 1 |   | 4 |   |
|   | 3 |   |   |   | 9 |   |   | 2 |
|   | 4 | 9 |   |   | 7 | 1 |   |   |
| 1 |   |   | 4 |   | 6 | 3 |   | 8 |
|   | 9 | 6 |   |   | 8 |   |   | 7 |
| 2 | 8 | 4 |   |   |   |   |   | 1 |

Medium

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 4 |   |   | 9 | 1 | 3 |   | 6 |   |
| 9 |   |   |   | 8 |   |   | 4 | 2 |
|   |   |   |   |   |   | 1 | 9 | 7 |
|   |   |   | 4 |   |   | 6 | 8 |   |
|   |   |   |   |   | 2 |   | 3 |   |
| 7 |   | 4 | 5 |   |   |   |   |   |
|   |   | 1 |   |   | 5 |   | 2 |   |
| 3 | 4 |   |   |   | 6 |   | 5 |   |
| 2 |   |   |   |   |   | 4 |   | 3 |

Hard

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   | 2 |   |   | 1 | 3 |   | 6 |   |
|   |   | 5 | 6 |   |   |   | 3 | 4 |
|   |   |   |   |   |   |   |   |   |
| 1 |   | 2 |   | 7 |   |   | 8 | 5 |
|   | 9 |   |   |   | 2 |   |   |   |
| 7 |   |   |   | 3 |   |   |   |   |
|   |   |   | 3 |   | 5 | 9 |   |   |
|   |   |   |   | 2 |   |   | 5 | 1 |
|   |   |   | 8 |   |   |   | 7 |   |

On a scale of 1 -10 how successful do you feel with this packet