

# HAMPSHIRE COUNTY SCHOOLS

## Snow and Ice Packet (SIP)

8<sup>th</sup> Grade

Day 3

**Instructions: Read ALL Instructions carefully before you begin.**

- Complete this packet on **Day 3** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Foreign Language (if taking that class) \_\_\_\_\_
- Related Arts (2 classes) \_\_\_\_\_

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

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

## Examination Day

By Henry Slesar  
1958

*Henry Slesar (1927-2002) was an American author and playwright. He's known for his use of irony and unexpected endings. In this short science fiction story, a boy is required by the government to take an intelligence exam once he turns 12. As you read, take notes on how the parents describe and react to the upcoming exam.*

- [1] The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer sharply.

"Forget about it," he said. "He'll do all right."

They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.

"What exam?" he asked.

- [5] His mother looked at the tablecloth. "It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about."

"You mean a test like in school?"

"Something like that," his father said, getting up from the table. "Go and read your comics, Dickie." The boy rose and wandered towards that part of the living room which had been "his" corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and peered gloomily at the veil of mist that shrouded<sup>1</sup> the glass.

"Why did it have to rain today?" he said. "Why couldn't it rain tomorrow?"



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1. **Shroud (verb):** to cover so as to hide from view

His father, now slumped into an armchair with the Government newspaper rattled the sheets in vexation.<sup>2</sup> "Because it just did, that's all. Rain makes the grass grow."

[10] "Why, Dad?"

"Because it does, that's all."

Dickie puckered his brow. "What makes it green, though? The grass?"

"Nobody knows," his father snapped, then immediately regretted his abruptness. Later in the day, it was birthday time again. His mother beamed as she handed over the gaily-colored<sup>3</sup> packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.

An hour later, seated by the window, he watched the sun force its way between the clouds.

[15] "Dad," he said, "how far away is the sun?"

"Five thousand miles," his father said.

Dickie sat at the breakfast table and again saw moisture in his mother's eyes. He didn't connect her tears with the exam until his father suddenly brought the subject to light again.

"Well, Dickie," he said, with a manly frown, "you've got an appointment today."

"I know Dad. I hope -"

[20] "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it."

"I get good marks in school," he said hesitantly.

"This is different. This is a - special kind of test. They give you this stuff to drink, you see, and then you go into a room where there's a sort of machine -"

"What stuff to drink?" Dickie said.

"It's nothing. It tastes like peppermint. It's just to make sure you answer the questions truthfully. Not that the Government thinks you won't tell the truth, but it makes sure." Dickie's face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile.

[25] "Everything will be all right," she said.

"Of course, it will," his father agreed. "You're a good boy, Dickie; you'll make out fine. Then we'll come home and celebrate. All right?"

2. **Vexation** (*noun*): the state of being annoyed, frustrated, or worried

3. bright or cheerful in appearance

"Yes sir," Dickie said.

They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway and entered an automatic lift<sup>4</sup> that brought them to the fourth floor. There was a young man wearing an insignia-less<sup>5</sup> tunic, seated at a polished desk in front of Room 404. He held a clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with cropped black hair was passing out sheets of paper.

- [30] Mr. Jordan filled out the form, and returned it to the clerk. Then he told Dickie: "It won't be long now. When they call your name, you just go through the doorway at the end of the room." He indicated the portal with his finger.

A concealed loudspeaker crackled and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

At five minutes to eleven, they called the name of Jordan.

"Good luck, son," his father said, without looking at him. "I'll call for you when the test is over."

Dickie walked to the door and turned the knob. The room inside was dim, and he could barely make out the features of the grey-tunicked attendant who greeted him.

- [35] "Sit down," the man said softly. He indicated a high stool beside his desk. "Your name's Richard Jordan?"

"Yes, sir."

"Your classification number is 600-115. Drink this, Richard."

He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it, and handed the man the empty cup.

He sat in silence, feeling drowsy, while the man wrote busily on a sheet of paper. Then the attendant looked at his watch, and rose to stand only inches from Dickie's face. He unclipped a penlike object from the pocket of his tunic, and flashed a tiny light into the boy's eyes.

- [40] "All right," he said. "Come with me, Richard."

He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found its pinpoint head conveniently at his mouth.

4. a term for an elevator  
5. lacking a symbol or logo

"Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest."

"Yes, sir."

"I'll leave you alone now. Whenever you want to start, just say "ready" into the microphone."

[45] "Yes, sir."

The man squeezed his shoulder, and left.

Dickie said, "Ready."

Lights appeared on the machine, and a mechanism whirred. A voice said: "Complete this sequence. One, four, seven, ten..."

Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.<sup>6</sup>

[50] It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.

"Mr. Jordan?"

The voice was clipped: a brisk, official voice.

"Yes, speaking."

"This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient<sup>7</sup> is above the Government regulation, according to Rule 84 Section 5 of the New Code."

[55] Across the room, the woman cried out, knowing nothing except the emotion she read on her husband's face.

"You may specify by telephone," the voice droned on, "whether you wish his body interred<sup>8</sup> by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars."

*"Examination Day" by Henry Slesar (c) Henry Slesar 1958. Reprinted by permission of the author's estate.*

6. **Speculate (verb):** to form a theory about something without any real evidence

7. a degree or amount of a quality or characteristic

8. to place a corpse in a grave or tomb

## Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme of the short story?
  - A. It's better to downplay your own intelligence.
  - B. The government has been known to violate people's rights.
  - C. High intelligence can be viewed as a dangerous thing.
  - D. People have higher expectations for children as they grow up.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner." (Paragraph 3)
  - B. "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it." (Paragraph 20)
  - C. "Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest." (Paragraph 42)
  - D. "We regret to inform you that his intelligence quotient is above the Government regulation, according to Rule 84 Section 5 of the New Code." (Paragraph 54)
  
3. What do the questions Dickie asks his father between paragraphs 6-16 reveal about Dickie's character?
  - A. They suggest that Dickie doesn't usually get along with his father.
  - B. They show how curious Dickie is about how the world works.
  - C. They stress that Dickie isn't as intelligent as he claims.
  - D. They show how much Dickie relies on his father for simple ideas.
  
4. How does knowledge of the exam affect Dickie's mom and dad?
  - A. Dickie's mom becomes anxious and sad, while Dickie's dad becomes easily irritated.
  - B. Dickie's mom and dad express doubt that their son is ready for the exam.
  - C. Dickie's mom and dad stress about preparing their son for the exam.
  - D. Dickie's mom is not bothered by the exam, while Dickie's dad is upset about it.

5. How does the author use irony to contribute to the story's meaning? Use details from the story to support your answer.

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Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

All Operations with Integers (J)

Use an integer strategy to find each answer.

$$(-3) + 1 =$$

$$(-30) \div (-5) =$$

$$7 - (-2) =$$

$$(-5) \div (-5) =$$

$$35 \div 7 =$$

$$7 - (-1) =$$

$$8 \times 4 =$$

$$(-9) - 1 =$$

$$(-42) \div (-7) =$$

$$63 \div 9 =$$

$$4 + 9 =$$

$$(-2) \times (-8) =$$

$$(-3) \times (-4) =$$

$$2 - 4 =$$

$$(-4) \times 6 =$$

$$6 + (-3) =$$

$$9 - (-5) =$$

$$8 + (-8) =$$

$$32 \div 4 =$$

$$(-8) + 2 =$$

$$5 \div 5 =$$

$$(-2) + 6 =$$

$$(-1) + 2 =$$

$$(-40) \div (-5) =$$

$$2 - (-9) =$$

$$(-6) + (-3) =$$

$$9 \times 2 =$$

$$(-7) \times (-5) =$$

$$2 + (-2) =$$

$$5 + 5 =$$

# 8<sup>th</sup> Grade Science Snow Day Packet Day 3

*Pick one of the two mini labs listed below (whichever one you have supplies for). For each activity, write a hypothesis for the experiment, create a well labeled data table, and write a conclusion paragraph stating your results, if your hypothesis was correct and why you think the results occurred.*

## *Mini Lab 1*

**Title:** Feeling the Pressure

**Materials:** drinking glass, water, piece of a card (like an old Christmas or birthday card, or the front of a notebook)

**Question:** How does air pressure work, What will happen when you remove your hand from the card?

**Procedures:**

1. Fill the glass to the top with water.
2. Take the card and put it on top.
3. **Over a sink**, hold the card in place, turn the glass upside down.
4. Now take your hand away from the card. What happens?
5. Make it your own and repeat 2 more times. You may change the temperature of the water, contents in the cup, etc. Record you information in a data table. Enjoy!

**OR**

## *Mini Lab 2*

**Title:** Cool as Water or Air

**Materials:** 2 glasses, freezer (if the temperature is below 32 outside works too)

**Question:** Which will hold more heat, and empty cup (air) or a glass with water?

**Procedures:**

1. Fill on glass with water and leave the other empty.
2. Place both cups in the freezer.
3. After 10 minutes take them out of the freezer. Which glass feels warmer? Why?
4. Repeat the trial again using a different liquid of your choice.

## 8th Grade Science Snow Day 3 Page 2

Title: \_\_\_\_\_

Hypothesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Data Table (properly labeled with units):

Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## The Batts and Fallam Journal

The Batts and Fallam expedition took about one month. The explorers set out from Fort Henry, near Petersburg, Virginia, on September 1, 1671, and kept a journal of their voyage. They returned to Fort Henry on October 1. Finding food was a problem for the group. Their lack of food was one reason they turned back toward home after two weeks.

Sept. 14 . . . and about three of the clock we took up our quarters to see if the Indians could kill us some Deer. being west and by north, very weary and hungry and Penecute continued very ill yet desired to go forward. We came this day over several brave runs and hope tomorrow to see the main River again.

Sept. 15. Yesterday in the afternoon and this day we lived a Dog's life—hunger and ease. Our Indians having done their best could kill us no meat. The Deer they said were in such herds and the ground so dry that one or other of them could spy them. About one of the clock we set forward and went about fifteen miles over some good, some indifferent ground, a west and by north course till we came to a great run which empties itself west and by north as we suppose into the great River which we hope is nigh at hand. As we march'd we met with some wild gooseberries and exceeding large haws with which we were forced to feed ourselves.

Sept. 16. Our guide went from us yesterday and we saw him no more till we returned to the Toras. Our Indians went arranging betimes to see and kill us some Deer or meat. One came and told us they heard a Drum and a Gun go off to the northwards. They brought us some exceeding good Grapes and killed two turkies which were very welcome and with which we feasted ourselves and about ten of the clock set forward and after we had travelled about ten miles one of our Indians killed us a Deer and presently afterwards we had sight of a curious River like Apomattack River. Its course here was north and so as we suppose runs west about a certain curious mountains we saw westward. Here we had up our quarters, our course having been west. We understand the Mohecan Indians did here formerly live. It cannot be long since we found corn stalks in the ground.

Sept. 17. Early in the morning we went to seek some trees to mark, our Indians being impatient of longer stay by reason it was likely to be bad weather, and that it was so difficult to get provisions. . . .

Source: Lewis P. Summers, *Annals of Southwest Virginia* (Baltimore: Genealogical Publishing Company,) 1-7.

**Directions:** Answer the following questions on a separate sheet of paper.

1. What were some types of food the explorers had to eat?
2. Who was responsible for getting the food for the group?
3. What evidence did they find that the Mohecan Indians were farmers?
4. Besides a lack of food, what other reason was given for the decision to begin their return to Fort Henry on September 17?

Day 3 U.V. Studies

8th grade German

Day 1:

Write the question and answer in German:

1, How are you?

2, What is your name?

3, How old are you?

4, Where are you from?

5, Where do you live?

6, What do you do in your free time?

7, Do you like to play video games? What is your favorite video game?

Day 2:

( minimum of 10 sentences) Describe your family and your house. Do you have animals. Give ages and names.

Day 3:

Give questions and answers in German:

1, What is your favorite sport?

2, What is your favorite color?

3, How many hours do you play with your phone?

4, What do you think of soccer?

5, Do you like Math?

6, Sequence all the classes you have during the day?

Day 4:

You are clothes shopping with your mom: create a conversation ( 10 sentences)

Day 5:

Your friends invite you to go to the movies. You decline because you have to do chores at home. Your friends want you to go and offer to help you. Create a conversation ( 10 sentences):

**IR** → to go...

\* Use 'ir' to talk about \_\_\_\_\_ someone is \_\_\_\_\_

Conjugate ↓

	we go
I go	you all go
you go	they go
he/she goes	

\* Use 'ir' with \_\_\_\_\_ to say that someone is going to a specific \_\_\_\_\_.

\* When 'a' is followed by \_\_\_\_\_, they combine to form the contraction \_\_\_\_\_.

\* To ask where someone is going, use ¿\_\_\_\_\_? ?

**PRÁCTICA:** Say where the people are going using the correct form of 'ir':

1) Pablo \_\_\_\_\_ a la cafetería.

2) Martín y Sara \_\_\_\_\_ a la biblioteca.

3) La maestra de inglés \_\_\_\_\_ a la oficina.

4) Ana y yo \_\_\_\_\_ al gimnasio.

5) ¿Y tú, adonde \_\_\_\_\_?

## COMPUTER HARDWARE AND TECHNIQUE

U B Y K C B D K T U P N I O T  
 W P Z B Z U E I N V J W R U E  
 U L C L B Y R G S M L P Y T C  
 D K B H B E O V S K E W I P H  
 V O K O T S T T E P D J H U N  
~~P C A N W P T O Y D R R Z T I~~  
 E R I U L V N T L E J A I G Q  
 D R F E E T O N F L O O R V U  
 P X A A Y R M M W Z H W G V E  
 B X J W C V O G C X E F C H E  
 I T Q I D U K T I P P M O R H  
 W L M L S R D X N Q I I P Q B  
 N H C E M Y A B A A O R X N Y  
 L E Y Z G Y L H O M E R O W Q  
 K V T H G I A R T S G B W J E

CPU  
 CURVED  
 DISK DRIVE  
 FEET ON FLOOR  
 HARDWARE

HOMEROW  
 INPUT  
 KEYBOARD  
 MICROTYPE  
 MONITOR

MOUSE  
 OUTPUT  
 PRINTER  
 STRAIGHT  
 TECHNIQUE





## Major Scales

A scale is a set of notes arranged diatonically. A diatonic arrangement is a stepwise sequence (a C followed by a D followed by an E etc.). Scales are identified by the unique set of intervals found between each note in the scale. MAJOR scale's unique set of intervals are: whole, whole, half, whole, whole, whole, half. The major scale has a great model which is the unique sequence of notes from C to C on the piano.

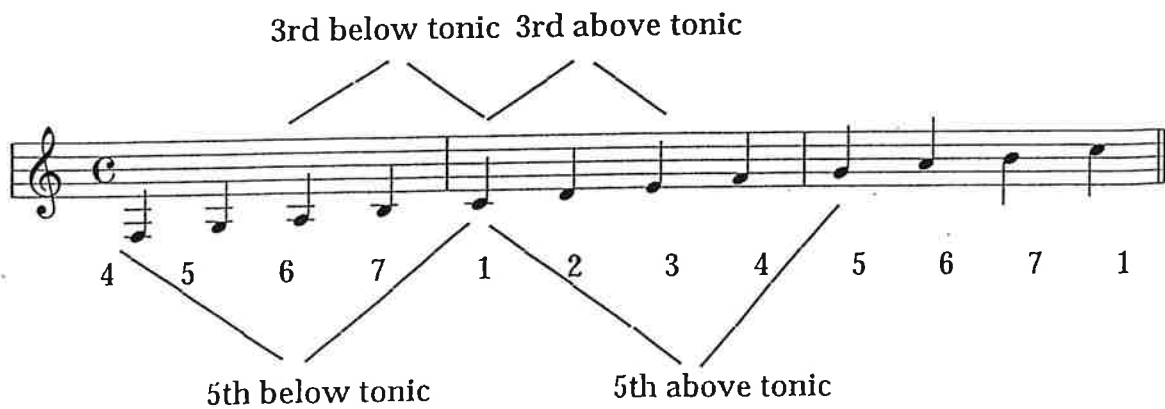


Whole Whole Half Whole Whole Whole Half

The major scale is made up of eight tones organized in a diatonic fashion ie. a C D E F G A B C. The first and last notes are an octave apart. The sequence of intervals found between each note in the scale is (W,W,1/2,W,W,W,1/2).

There are fifteen different major scales found in western music, our model (C) and seven scales with sharps and seven with flats.

The notes in a major scale can be numbered 1 thru 8. They also have names: the 1st note is the Tonic, the 2nd is the Supertonic, the 3rd is the Mediant (a third above the tonic), the 4th is the Subdominant (a fifth below the tonic), the 5th is the Dominant (a fifth above the tonic), the 6th is the Submediant (a third below the tonic), and the 7th is the Leading tone.



# Flat Major Scales Worksheet

Complete the flat major scales below by using the WWHWWWH concept learned on the previous page. You will notice that each successive scale has one more flat than the previous scale. Notice where the new flats are placed within the scale each time and also the relationship (the interval) of the starting note (the tonic) of each scale to the tonic of the scale before and after.

The worksheet contains eight musical staves, each in treble clef and common time (C). The first staff shows a C major scale (C-D-E-F-G-A-B-C). The second staff shows a C minor scale (C-D-E-F-G-A-Bb-C). The remaining six staves are blank, each starting with a common time signature and a flat sign (Bb) on the second line, indicating the tonic of the scale to be written.

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

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

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

Day 1

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

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

Day 2

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

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

Day 3

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

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

Day 4

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

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

Day 5

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

## Snow Day Art Challenge

Choose one of the challenges below. Then use whatever resources you have at home. Please bring your entry back to the art teacher the next day that we DO have school! \* Some challenges require a photo to be emailed to your teacher. Good luck and happy making!

### 1). DRAW:

Draw a snow globe. It must contain a main object surrounded by a creative landscape. Your picture must include a foreground, middle ground, and background.

### 2). BUILD:

Build the tallest tower possible out of ice cubes. Do it on a towel... ice melts! Take a picture for evidence and email it to your teacher. You should be in the photo too, for size reference!

### 3). DESIGN:

Design and draw a blueprint of the ultimate sled. Be sure to draw it from different angles to show all the unique features. (rocket boosters, automatic cocoa machine, etc... be creative!)

### 4). MAKE:

Make as many individually cut snowflakes from full sized paper (8.5 X 11) as possible. Each snowflake must be made from one piece of paper. (No confetti snowflakes please!)

### 5). IMAGINE:

Imagine a world where things (besides snow) fell from the sky like candy, cats, coffee...you decide! Draw or paint what that place would look like.

### 6). CREATE:

Go outside and build a snow sculpture! Take a picture for evidence and email it to your teacher. You should be in the photo too, for a size reference.