spend another night in our prison. Le Gleo was sitting on the floor, babbling about skeletons, and as I turned to Itchoua, he fell unconscious from his wounds. I was in no better shape and could feel my blood flaming with fever.

Somehow the night dragged by, and the next afternoon I saw a tug, accompanied by the fireboat, come from the mainland with a huge barge in tow. Through my glasses, I saw that the barge was filled with meat.

Risking the treacherous reefs, the tug dragged the barge as close to the island as possible. To the last rat, our besiegers deserted the rock, swam out, and boarded the barge reeking with the scent of freshly cut meat. The tug dragged the barge about a mile from shore, where the fireboat drenched the barge with gasoline. A well-placed incendiary shell from the patrol boat set her on fire.

The barge was covered with flames immediately, and the rats took to the water in swarms, but the patrol boat bombarded them with shrapnel from a safe distance, and the sharks finished off the survivors.

A whaleboat from the patrol boat took us off the island and left three men to replace us. By nightfall we were in the hospital in Cayenne. What became of my friends?

Well, Le Gleo's mind had cracked and he was raving mad. They sent him back to France and locked him up in an asylum, the poor devil! Itchoua died within a week; a rat's bite is dangerous in that hot, humid climate, and infection sets in rapidly.

As for me—when they fumigated the light and repaired the damage done by the rats, I resumed my service there. Why not? No reason why such an incident should keep me from finishing out my service there, is there?

Besides—I told you I liked the place—to be truthful, I've never had a post as pleasant as that one, and when my time came to leave it forever, I tell you that I almost wept as Three Skeleton Key disappeared below the horizon.

Meet the Writer

Sea Fever

George G. Toudouze (1847–1904) was born in France and had many literary interests—he was a playwright, an essayist, and an illustrator. He also had a great interest in the sea and worked on a history of the French Navy. One critic says of his storytelling style, "It has the impact of a powerful man at a fair who, for the fun of it, takes the hammer and at one blow sends the machine to the top, rings the bell, and walks off." "Three Skeleton Key" first appeared in *Esquire* magazine.

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Making Meanings

First Thoughts

1. Describe your reaction to "Three Skeleton Key" by completing these sentences:
   - When I first read about the rats, I felt . . .
   - For me, the scariest part of the story was . . .

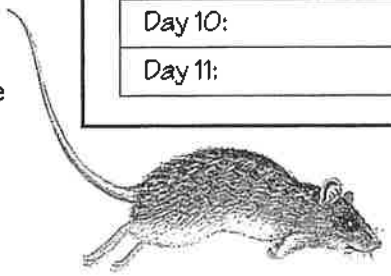
Shaping Interpretations

2. Early in the story the narrator explains how Three Skeleton Key got its name. How does this **foreshadow**—or hint at—the danger the three lighthouse keepers face later on?
3. On the fourth day of the invasion, a wooden window frame in the lighthouse sags inward. How does this incident increase **suspense**? What other details create suspense?
4. The three characters in the lighthouse respond differently to the invasion. Describe each man's reactions to the rats. Which character (if any) did you identify with?

Reading Check

To review the story line, imagine you are the narrator filling out a report on your adventure at Three Skeleton Key.

Lighthouse Log
Day 1:
Day 2:
Day 3:
Day 4:
Day 9:
Day 10:
Day 11:



Connecting with the Text

5. If you were the narrator, would you have returned to Three Skeleton Key? Why or why not?
6. The writer Isaac Asimov once said, "When I was a lad . . . I found myself fearfully attracted to stories that scared me. Don't ask why—I hate being scared, but I didn't mind, as long as I knew in my heart that I was safe." Do you enjoy tales of terror like "Three Skeleton Key"? Explain why or why not.
7. At what point in the story did you **predict** that the crew would survive the rat attack? On what evidence did you base your prediction?

Extending the Text

8. This is a story of nature gone berserk. What other stories or movies can you name that have used this same frightening idea? (A well-known old movie is Alfred Hitchcock's *The Birds*, in which birds attack human beings.)

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GRAMMAR LINK MINI-LESSON

Those Troublesome Verbs

Language Handbook HELP

See Irregular Verbs, pages 727-729.

Technology HELP

See Language Workshop CD-ROM. *Key word entry: irregular verbs.*

Use this chart to help you navigate the choppy seas of troublesome verbs:

Base Form	Past	Past Participle
lie (recline)	lay	(have) lain
lay (put)	laid	(have) laid
sit (rest)	sat	(have) sat
set (place)	set	(have) set
rise (go up)	rose	(have) risen
raise (lift)	raised	(have) raised

EXAMPLES

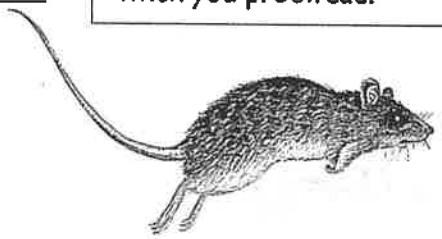
1. The keepers lay ill while men laid meat on the barge.
2. The men sat behind a metal door that was set in granite.
3. The sailors rose from the bench and raised the ship's sails.

Try It Out

➤ Complete the sentences below by choosing the correct word from each underlined pair.

1. The keepers sit/set a light in the window and rise/raise a distress flag.
2. They lie/lay awake and sit/set their minds on rescue. (Use the present tense.)
3. No ship had raised/risen their hopes or had laid/lain their fears to rest.

➤ Keep an eye out for these troublesome verbs in your writing, and check the chart when you proofread.



VOCABULARY HOW TO OWN A WORD

WORD BANK

hordes
suffice
receding
edible
derisive

And the Answer Is . . .

1. Hordes of rats would be a terrifying sight. Describe two other hordes that you would not like to see coming at you.
2. How much food will suffice for you for a day?
3. If you were a flood victim, how would you feel when you saw the flood waters receding?
4. What's your favorite edible plant? Why do you like it?
5. Write a derisive remark that a skeptic would make on hearing this rat story.

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Plan For The Week Students Template

Plan for the week of: April 30 - May 1

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

- **I will be able to create a table from a function rule (equation)**
- **I will be able to graph a function rule (equation)**
- **I will be able to create a function rule (equation: y = mx + b) for an arithmetic pattern**
- **I will be able to graph a function rule (equation) for an arithmetic pattern**
- **I will be able to Solve a sudoku**

Why does this learning matter?

- Understanding patterns is a key to understanding data. Graphs are a very common way that patterns are displayed in the real word. It is important to understand how graphs represent real problems and how they relate to other forms of data display such as tables and equations.

The plan for the week : April 27 - May 1

- Monday, 4/27:
  - Learning Target:
    - **I will be able to create a table from a function rule (equation)**
    - **I will be able to graph a function rule (equation)**
  - **Work to do:** Graphing Practice - Create tables for each equation and graph each
    - Follow the example

- Tuesday, 4/28:
  - Learning Target:
    - **I will be able to create a function rule (equation: y = mx + b) for an arithmetic pattern**
  - **Work to do:** WS 4.8 - Patterns and Functions
    - Follow the examples for each section

- Wednesday, 4/29:
  - Learning Target:
    - **I will be able to create a function rule (equation: y = mx + b) for an arithmetic pattern**
    - **I will be able to graph a function rule (equation) for an arithmetic pattern**
  - **Work to do: Graphing an Arithmetic Pattern**

- Thursday, 4/30:
  - Learning Target: Work Sample Thursday (Work Samples are all over the place these days)
  - **Work to do:** Word Problem Worksheet
    - Hints if you want them
      - Understand the pattern
      - Create a table (Hint: the first picture is stage 1 not stage 0)
        - You need a stage 0 to find the b in $y = mx + b$
      - Create an equation and use it to find the answer
      - Create a graph to prove your answer (50, answer)

- Friday 5/1: **Sudoku**
  - I have included four Sudoku puzzles of varying degrees of difficulty. Please give them a try. Even if the easy ones are hard, they will get easier if you work on them. They are great practice for increasing a person's capacity for problem solving.

Who To Ask For Help and How To Reach Them

Jesse Light, 7th-grade Math teacher. My hours of availability are from 8am to 4pm. Email is the best way to contact me at jlight@fernridge.k12.or.us. I am also available by phone. Please call me for immediate support at (541)543-6034. I usually answer emails within an hour or two of receiving them. If I hear from you outside of my hours, it might take longer to get back to you, but our communication is of the 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 or feel free to call me. I might not pick up if I am making dinner or reading a story to my kids, but if you leave a voicemail, I will get back to you as soon as possible.

"The greatest discovery of all time is that a person can change his future by merely changing his attitude."

- Oprah Winfrey

"Change your life today. Don't gamble on the future, act now, without delay."

- Simone de Beauvoir"

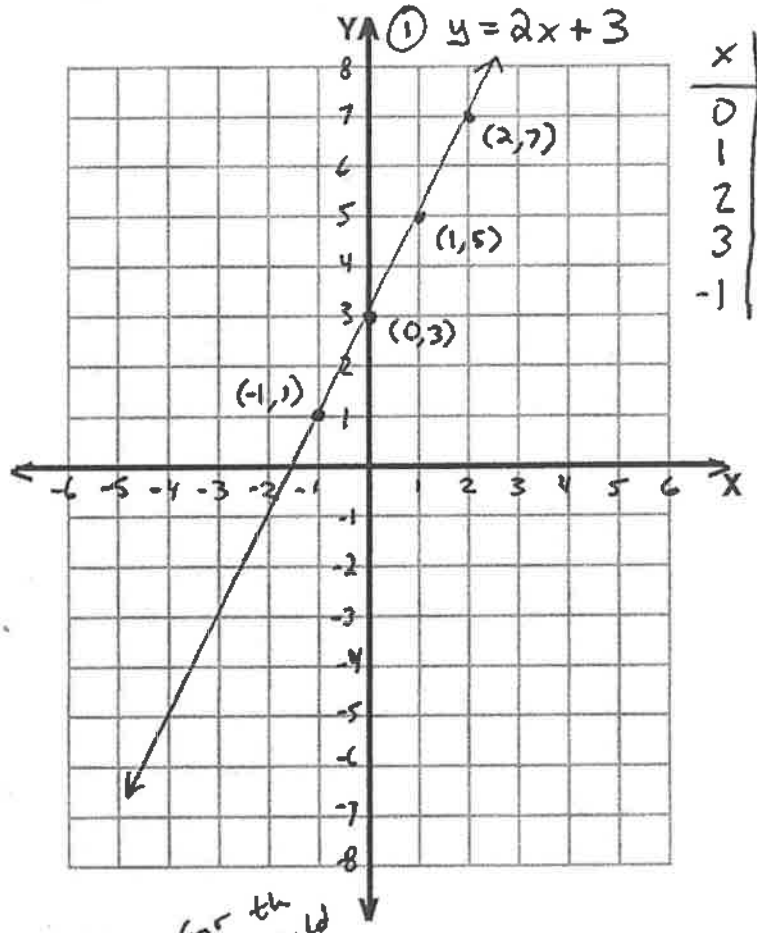
"Do the difficult thing when they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step."

- Lao Tzu

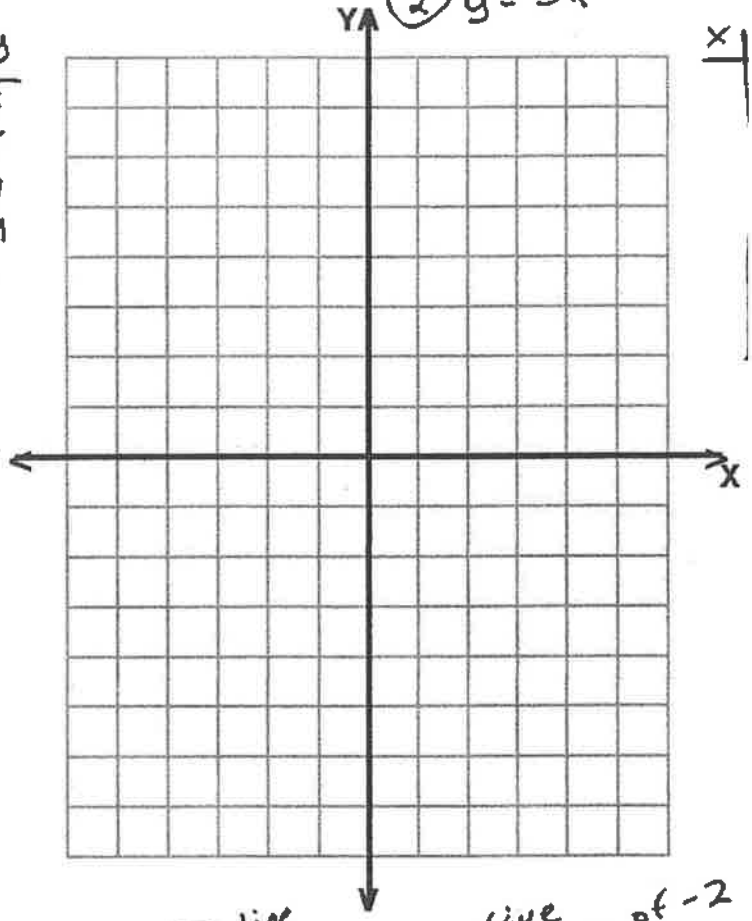
Example

① $y = 2x + 3$

x	y
0	3
1	5
2	7
3	9
-1	1



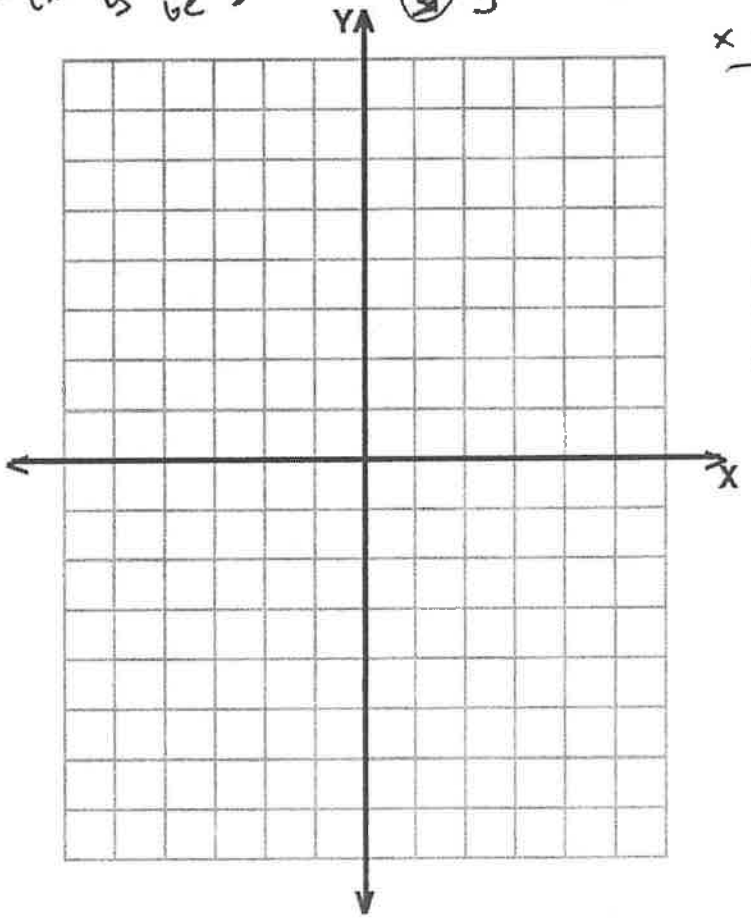
② $y = 3x$



Hint - the interval for the y-axis should be 5

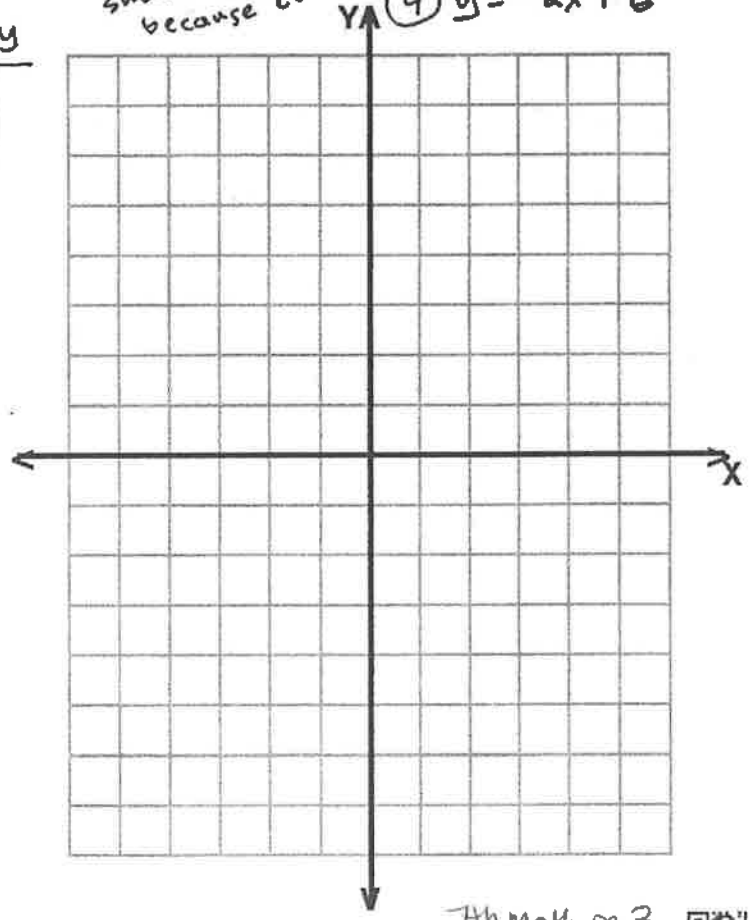
③ $y = 5x + 5$

x	y



Hint - this line should go down because it has a negative slope of -2

④ $y = -2x + 6$



Lesson 4.8 ~ Patterns and Functions

Name_____ Period_____ Date Tuesday, April 2

Fill in the missing values. Identify the first term and the operation that must be performed to arrive at the next term.

Example

1. 2, 4, 6, 8, 10, 12

   First Term: 2 Operation: +2

2. 19, 16, 13, ____, ____, ____

   First Term:_____ Operation:_____

3. 4.4, 4.9, ____, 5.9, ____, ____

   First Term:_____ Operation:_____

4. 240, ____, 160, 120, ____, ____

   First Term:_____ Operation:_____

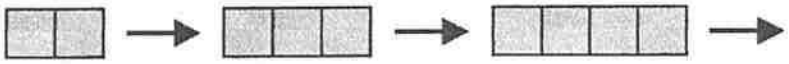
5. ____, 7.6, 6.3, 5.0, ____, ____

   First Term:_____ Operation:_____

6. $1\frac{1}{2}$, 2, $2\frac{1}{2}$, ____, ____, 4

   First Term:_____ Operation:_____

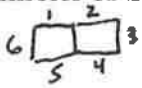
7. Squares, each side one unit in length, are fit together (one at a time) to form a long strip of squares.



Stage 0 Stage 1 Stage 2

Example

a. What is the perimeter of Stage 0 using two squares?



perimeter = 6 units

b. What is the perimeter of the figure using three squares?

c. Draw the next two stages in the pattern. What are the perimeters of these figures?

d. What is the operation that describes the perimeters from one stage to the next?

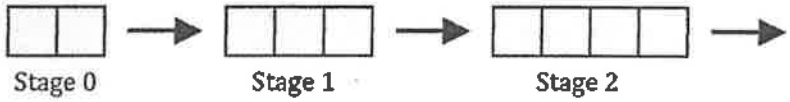
e. Predict the perimeter of the figure in Stage 6.

Name: _____ **Date: Wednesday, April 29**

Graphing an Arithmetic (repetitive sequence that uses addition) Sequence

Squares, each side one unit in length, are fit together (one at a time) to form a long strip of squares.

Same as Last problem from Tuesday



1. What is the perimeter of Stage 0 using two squares?
2. What is the perimeter of the figure using three squares?
3. Draw the next two stages in the pattern. What are the perimeters of these figures?

4. What is the operation that describes the perimeters from one stage to the next?

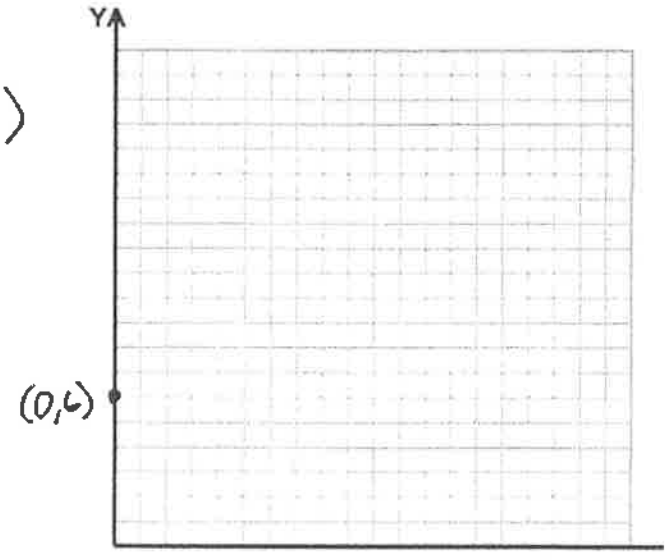
5. Predict the perimeter of the figure in Stage 6.

6. Create a table to represent the situation

Stage Number	Perimeter
0	6

(0, 6)

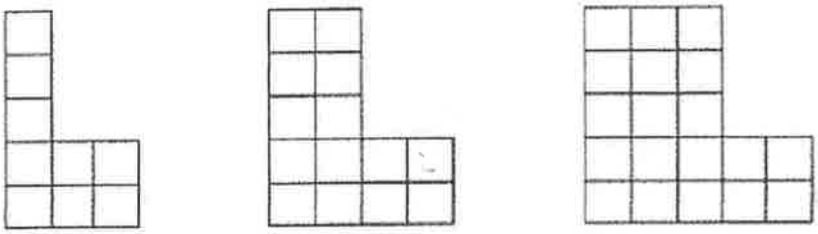
7. Create a graph



8. Write an equation to represent the situation.

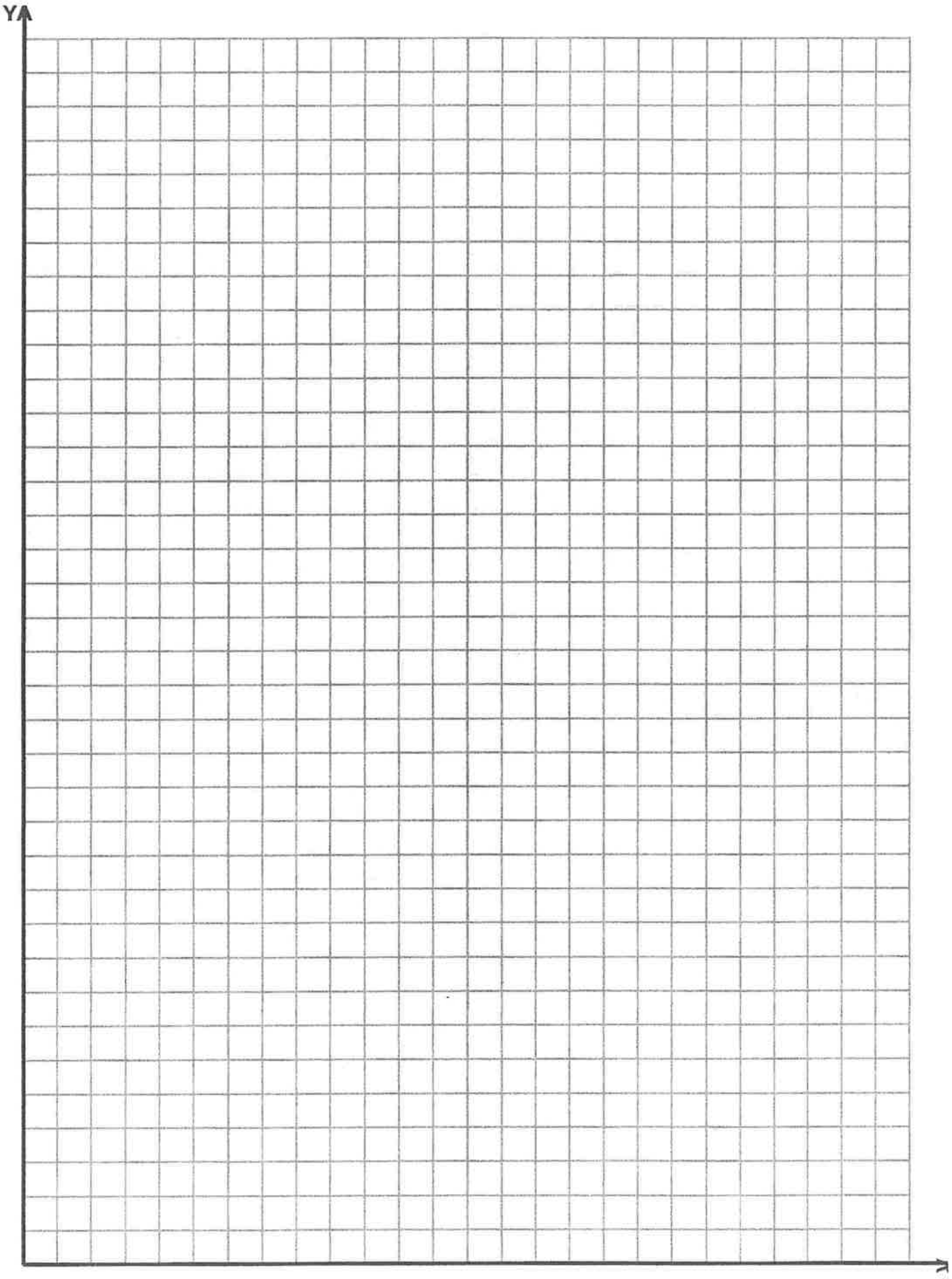
Tricky Tiles

These are the first 3 patterns in a series of patterns. How many tiles will there be by the 50th pattern in the series? Explain your answer(s) and your thinking.



I am being asked to

Important Info



Sudoku for Week of April 21

Easy

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

~~Medium~~ Easy

2	9			7	4			
	1					4		
6	7		9		5			
	8		2		6			
	6		8	4	7		2	
			5		1		8	
			7		8		9	2
		6					1	
			4	1			5	8

Medim

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

Hard

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

If you would like an answer key for these you can email me at jlight@fernridge.k12.or