



SUMMER PACKET MATERIALS

7th and 8th Grade

Summer 2008

Dear New and Returning Students and Parents/Guardians:

We hope this summer will be a pleasant one for you. While you are enjoying your summer break, we would like you to continue using your mind muscles. To help you do this, we have enclosed the following material for you to work on during this time. These projects include:

❑ **Summer Reading List and Book Log**

Every student needs to read at least four books this summer and complete a portion of the book log that reflects those readings. You will find a suggested reading list in this packet to help you select what to read. *One of these books must be from one of the texts listed in the novel project.*

SUGGESTED TIMELINE for reading completion:

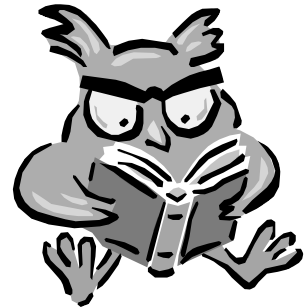
Book One - suggested completion date: July 7th

Book Two - suggested completion date: July 21st

Book Three - suggested completion date: August 4th

Book Four - suggested completion date: August 18th

Complete each Book Log write-up immediately after the book has been completed.



❑ **Letter of Intent**

Every student needs to write a letter of intent. Students should write letters to their teachers using a business letter format. Students should include answers to the questions in the organizer in their final letters:



-Who are you and what grade will you enter?

- In what areas of school do you think you have been successful?

Why have you been successful? Give examples of your success.

- In what academic and social areas do you want to improve this year?

Suggest ways that you will help yourself improve in these areas. You can also suggest supports that would be helpful to you.

- What are your long-term goals or what do you think that you want to do

when you graduate from middle school, high school, and college?

-What are some of your interests outside school?

SUGGESTED TIMELINE for writing completion:

❑ Business letter organizer - suggested completion date: July 24th

❑ Business letter first draft—suggested completion date: August 7th

❑ Business letter final draft mailed to IACS by August 14th

□ **Novel Project (All Students)**

All 7th graders must read Freak the Mighty by Rodman Philbrick.

8th graders have the choice of reading:

- Walk Two Moons by Sharon Creech (a story of a young girl, Sal who is searching for her mother).
- The Bean Trees by Barbara Kingsolver (a story of young motherhood and responsibility in Tucson, Arizona).
- Troy by Adele Geras (a retelling of the siege of Troy for young adults).
- The Perfect Storm by Sebastian Junger (a weather adventure for mature readers in preparation for Science Project).
- Monster by Walter Dean Myers (a story of a sixteen year old boy on trial for murder). Students should be aware that Monster contains mature themes.



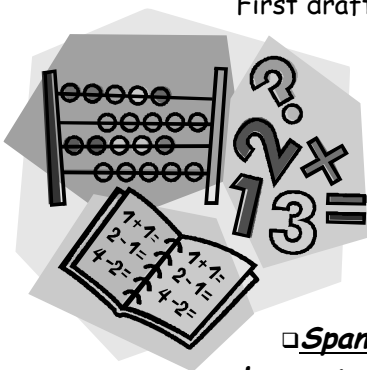
After reading the novel, you may select from one of the projects listed on the project directions sheet. You may choose to complete more than one project!

SUGGESTED TIMELINE for writing completion:

Locate and read novel - suggested completion date: July 7th

First draft - suggested completion date: August 9th

Final draft - COMPLETED BY AUGUST 16th



□ **Math Skill Practice and Problem Solving (All Students)**

Your task this summer is to look back on this year and review the important skills you will need to move ahead in the fall. More detailed information about this assignment is included in this packet.

□ **Spanish Exploration and Practice (Returning students and students who have studied Spanish)**

Due to last summer's success, your Spanish exploration kit awaits you! Please complete four activities from the provided worksheet. (Students new to Spanish should try to complete two). Some activities are new, and some popular activities have been repeated from last year. Have fun and remember to practice your Spanish!

You will also find your school supply list in this packet. Please have the required supplies on the first day of school, September 3rd.

We all look forward to seeing you back at IACS for a productive year. Enjoy your break - READ & PROBLEM SOLVE! If you have questions about this summer packet, please call Kathleen Seward, Middle School Principal.

We wish you a safe and happy summer break!

Sincerely,
7/8 IACS

IACS Linn Murdoch Middle School 7/8 Summer Reading Suggestions

Young Adult Reading Recommendations:

* Websites listed below direct you to schools/libraries that provide a wide variety of genres for all readers.

<http://www.ala.org/ala/alsc/alscresources/summerreading/recsummerreading/recommendedreading.cfm>

<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.cfm>

http://childrensbooks.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=childrensbooks&cdn=parenting&tm=78&gps=283_656_948_548&f=10&su=p284.8.150.ip_&tt=3&bt=1&bts=1&zu=http%3A//www.neh.gov/projects/summertimefavorites.html

<http://www.bpl.org/kids/summerlists/index.htm>

Poetry Website recommendations:

<http://poets.org/>

<http://www.loc.gov/poetry/180/>

2009 Fiction and Non-Fiction recommendations from the American Library Association:

<http://www.ala.org/ala/yalsa/booklistsawards/bestbooksya/titlesnominated.cfm>

**IACS MIDDLE SCHOOL STUDENT SUPPLY LIST
2008- 2009**

*Please do not purchase scented or permanent markers, liquid white out, or other scented supplies. Thank you.

Students need the following materials:

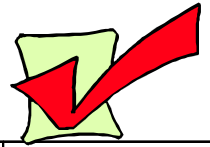
- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> 4 1 ½ inch, 3 ring binders (blue- LA, green- Project, red- Spanish, black- math)<input type="checkbox"/> 5 1-subject spiral bound notebooks (LA, humanities, science)<input type="checkbox"/> 20 Tab Dividers<input type="checkbox"/> Glue sticks<input type="checkbox"/> Yellow highlighter (1 or 2)<input type="checkbox"/> Pencils (sufficient supply for year)<input type="checkbox"/> One box of colored pencils<input type="checkbox"/> Manual handheld pencil sharpener<input type="checkbox"/> One package of washable, unscented markers<input type="checkbox"/> Four function calculator with square root key | <ul style="list-style-type: none"><input type="checkbox"/> Pens (Blue and Black for all assigned work. <u>NO GEL OR ERASABLE PENS!</u>)<input type="checkbox"/> 3 packs of Loose Leaf paper<input type="checkbox"/> Oxford Beginner's Spanish-English Dictionary ISBN: 978-0199298563 (labeled with student's name)<input type="checkbox"/> 12 inch ruler with inch/cm marking<input type="checkbox"/> 1 USB flash drive |
|---|--|



DO NOT PURCHASE A HOMEWORK PLANNER. STUDENTS WILL NEED TO PURCHASE THESE AT THE BEGINNING OF THE SCHOOL YEAR AT A COST OF \$5.00. IF YOU'D LIKE TO PAY IN ADVANCE, YOU MAY MAIL IN A CHECK PAYABLE TO IACS. PLEASE MAKE SURE YOUR STUDENT'S NAME IS WRITTEN ON THE CHECK.



IACS 7/8 SUMMER PACKET CHECKLIST



PROJECT FROM SUMMER PACKET	Student Initials & Date Completed	Parent/Guardian Initials & Date Completed
SUMMER READING LIST & BOOK LOG		
<input type="checkbox"/> Book One - suggested completion date: July 7th <input type="checkbox"/> Book Two - suggested completion date: July 21st <input type="checkbox"/> Book Three - suggested completion date: August 4th <input type="checkbox"/> Book Four - suggested completion date: August 18th	_____ _____ _____ _____	_____ _____ _____ _____
BUSINESS LETTER / LETTER OF INTENT		
<input type="checkbox"/> Organizer - suggested completion date: July 24th <input type="checkbox"/> First Draft - suggested completion date: August 7th <input type="checkbox"/> Business Letter - MAILED BY AUGUST 14th	_____ _____ _____	_____ _____ _____
NOVEL PROJECT		
<input type="checkbox"/> Locate and read novel - suggested completion date: July 7th <input type="checkbox"/> First Draft - suggested completion date: Aug. 9th <input type="checkbox"/> Final Draft BY AUGUST 16th	_____ _____ _____	_____ _____ _____
MATH SKILL PACKET		
<input type="checkbox"/> Grade 7 - Reducing Fractions; Fraction, Decimal, Percent Values; Multiplying and Dividing Fractions; Word Problems: August 1 st <input type="checkbox"/> Grade 8 - Reducing Fractions; Order of Operations; Evaluating Algebraic Expressions; Word Problems: August 1st	_____ _____	_____ _____
SPANISH		
<input type="checkbox"/> Activity 1 - suggested completion date: June 25 th <input type="checkbox"/> Activity 2 - suggested completion date: July 12 th <input type="checkbox"/> Activity 3 - suggested completion date: July 24 th <input type="checkbox"/> Activity 4 - suggested completion date: August 12 th * Students new to Spanish are not required to do this.	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

IACS Summer Packet 2008

Humanities 7th and 8th Grade

Find books, authors, subjects, and themes that matter to you, to your life, to who you are, and who you want to become. Live other lives and learn about your own, see how other writers have written, acquire their knowledge, escape, imagine, think, connect, contrast, travel, ponder, laugh, cry, love, and grow.

This summer, your task is to read **four** books and record information about these books in your book log. One of the books you read must be the whole class novel or novel choices listed below. Using this book, complete a project of your choice selected from below. *Remember to log this book into your reading log.*

Grade 7: Freak the Mighty, Rodman Philbrick

Grade 8: Choose from the following: Walk Two Moons, Sharon Creech, The Bean Trees by Barbara Kingsolver, Troy by Adele Geras, The Perfect Storm by Sebastian Junger, OR Monster, Walter Dean Myers

PROJECT OPTIONS

- Write the diary a main character might have written. Imagine you are the character from the book, using vivid details write a diary for five days, as the character would have done.
- Create a timeline that presents the plot line of the novel in a logical sequence. Include at least 10 events with illustrations and a paragraph description of the overall theme.
- Write a monologue for one of the characters that explains an important scene from the novel. Memorize and be prepared to act out the monologue as if you were the character. Then be prepared to explain why the scene is significant to the story.
- Make a comic strip that shows the 10 most significant events from the novel. Each event should be on a separate panel. Then, answer the following questions: Why did you choose these scenes to draw and illustrate? Why are these events so important to the story (introduction, initial incident, rising action, climax, conclusion)?

- Make a collage of 10 symbols for the novel. Then explain what each of the symbols means on a separate sheet of paper. Use complete sentences. Each symbol should show something important from the book.
- Pick three important characters in the book. For each character, choose a "theme song" that represents the character. For each of your choices, write a two paragraph explanation of your choice (1 paragraph should describe the character, 1 paragraph should explain why you chose that particular song for this character)
- Tell how you are similar and different from one of the characters from the novel. Start by creating a Venn Diagram, then writing a comparison-contrast essay. Your essay should be 1 1/2-2 pages double spaced.
- Create a 3D model of the setting of the novel and how you imagine it looks. Include at least 3 important places. Then, explain why these places are important to the story by writing a paragraph about each place.

****Projects will be assessed during the first days of school.**

****Students will be assessed on the following:**

*Creativity and uniqueness

*Content

*Quality / effort / neatness

*Understanding (does your project relate to the story and illustrate that you understand it?)

BUSINESS LETTER ORGANIZER

Your Address

7/8 Teachers/ IACS Address

Date

To Whom It May Concern:

Paragraph 1: Introduce yourself. Who are you and what grade will you enter in September? Why are you writing this letter? Give a preview of what you will discuss in each paragraph.

Paragraph 2: In what areas of school do you think that you have been successful? Why have you been successful? Give examples of your success.

Paragraph 3: - In what academic and social areas do you want to improve this year? Suggest ways that you will help yourself improve in these areas. You can also suggest supports that would be helpful to you.

Paragraph 4: What are your long-term goals or what do you think that you want to do when you graduate from middle school, high school and college?

Paragraph 5: What are some of you interests outside of school? Maybe close the letter by saying how you are feeling about the upcoming year.

Sincerely,

(Your signature here)

Stanley Student (print your name)

IACS Linn Murdoch Middle School 7/8 Summer Reading Suggestions

Young Adult Reading Recommendations:

* Websites listed below direct you to schools/libraries that provide a wide variety of genres for all readers.

<http://www.ala.org/ala/alsc/alscresources/summerreading/recsummerreading/recommendedreading.cfm>

<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.cfm>

http://childrensbooks.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=childrensbooks&cdn=parenting&tm=78&gps=283_656_948_548&f=10&su=p284.8.150.ip_&tt=3&bt=1&bts=1&zu=http%3A//www.neh.gov/projects/summertimefavorites.html

<http://www.bpl.org/kids/summerlists/index.htm>

Poetry Website recommendations:

<http://poets.org/>

<http://www.loc.gov/poetry/180/>

2009 Fiction and Non-Fiction recommendations from the American Library Association:

<http://www.ala.org/ala/yalsa/booklistsawards/bestbooksya/titlesnominated.cfm>



Student Name: _____ Homebase: _____

School Year: _____ Grade: _____

IACS Middle School Reading Log

SUMMER 2008

Book No.	Date	Title	Author
1			
Which character in this story most inspires you and why?			

Book No.	Date	Title	Author
2			
If you could describe each character in 1 word, what would it be and why?			

Book No.	Date	Title	Author
3			
Which character would you like to be, and why?			

Book No.	Date	Title	Author
4			
What was an obstacle that one of the characters had to overcome and how did he/she overcome it?			

If you fill out your entire reading log, please continue listing additional books below. This reading log will be used throughout the year.

Title	Author
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____

Summer Packet 2007

Grade 7 Math Skills

Section I: Reducing Fractions. Break down the numerator and denominator into factors, and use common factors to reduce each of the following fractions into their simplest form.

Example 1:	Example 2:
$\frac{35}{40} = \text{Find the GCF (5)}$ $\frac{35 \div 5}{40 \div 5} = \frac{7}{8}$	$\frac{24}{40} = \text{Find the GCF (8)}$ $\frac{24 \div 8}{40 \div 8} = \frac{3}{5}$
<p style="text-align: center;">—</p> $\frac{5}{30} =$	<p style="text-align: center;">—</p> $\frac{7}{28} =$
<p style="text-align: center;">—</p> $\frac{8}{20} =$	<p style="text-align: center;">—</p> $\frac{18}{54} =$
<p style="text-align: center;">—</p> $\frac{24}{64} =$	<p style="text-align: center;">—</p> $\frac{27}{90} =$
<p style="text-align: center;">—</p> $\frac{63}{81} =$	<p style="text-align: center;">—</p> $\frac{17}{51} =$

— $\frac{54}{108} =$	— $\frac{48}{144} =$
— $\frac{45}{115} =$	— $\frac{70}{210} =$

Section II: Fraction, Decimal, Percent Values. For each set of decimals, fractions, or percents, determine which one has the greatest value. Make sure you show your work as shown in the examples.

<p>Example 1:</p> <p>0.45 or $\frac{3}{7}$ or $\frac{2}{5}$</p> <p>$3 \div 7 = 0.43$</p> <p>$2 \div 5 = 0.40$</p> <p>Greatest value = 0.45</p>	<p>Example 2:</p> <p>0.709 or $\frac{6}{8}$ or $\frac{13}{17}$</p> <p>$6 \div 8 = 0.75$</p> <p>$13 \div 17 = 0.76$</p> <p>Greatest value = $\frac{13}{17}$</p>
<p>1.3 or $\frac{13}{11}$ or $\frac{6}{5}$</p>	<p>.89 or $\frac{9}{11}$ or $\frac{6}{7}$</p>
<p>$\frac{9}{25}$ or $\frac{8}{20}$ or $\frac{7}{18}$</p>	<p>$\frac{11}{25}$ or $\frac{2}{7}$ or $\frac{8}{18}$</p>

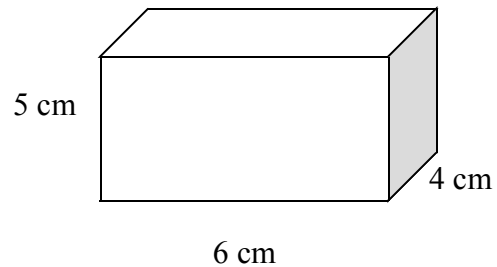
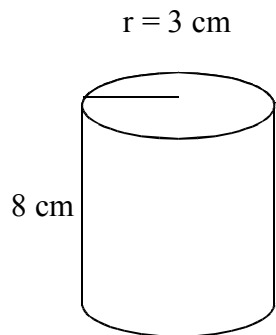
$\frac{9}{7}$ or $\frac{21}{20}$ or 1.25	$\frac{11}{14}$ or $\frac{2}{9}$ or $\frac{16}{18}$
$\frac{7}{9}$ or $\frac{15}{17}$ or 0.78	25% or $\frac{12}{32}$ or $\frac{5}{18}$
$\frac{8}{5}$ or $\frac{3}{0.5}$ or 1.60	$\frac{0.65}{0.75}$ or $\frac{30}{35}$ or 0.85
$\frac{1}{6}$ or $\frac{3}{19}$ or 0.17	$\frac{8}{11}$ or $\frac{9}{13}$ or 0.79
$\frac{2}{15}$ or $\frac{3}{21}$ or 0.13	$\frac{19}{20}$ or $\frac{20}{22}$ or 90%

Section III: Multiplying and Dividing Fractions. Please make sure you show ALL of your work.
Reduce your final answers to simplest form.

Multiplication Example: $\frac{1}{5} \times \frac{2}{3} = \frac{1 \times 2}{5 \times 3} = \frac{2}{15}$	Division Example: $\frac{1}{5} \div \frac{2}{3} = \frac{1}{5} \times \frac{3}{2} = \frac{3}{10}$ *To divide fractions, invert (flip) the second fraction and then multiply.
$\frac{7}{6} \times \frac{5}{9} =$	$\frac{14}{7} \div \frac{7}{4} = \underline{\quad}$
$\frac{2}{10} \times \frac{5}{6} =$	$\frac{2}{9} \div \frac{3}{9} = \underline{\quad}$
$\frac{7}{12} \times \frac{5}{4} =$	$\frac{2}{6} \div \frac{3}{4} = \underline{\quad}$
$\frac{8}{9} \times \frac{1}{7} =$	$\frac{22}{22} \div \frac{3}{5} = \underline{\quad}$
$\underline{4} \times \underline{5} =$	$\underline{3} \div \underline{3} = \underline{\quad}$

3. Murdoch Middle School is planning on having an ice cream social for the seventh and eighth graders. If one tub of ice cream feeds 12 students, how many tubs of ice cream will Ms. Attfield need to buy in order to have enough ice cream for 130 students?

4. The ice cream that Ms. Attfield orders comes in boxes and cylinders. Which container holds more ice cream? (Volume of box: $l \cdot w \cdot h$; Volume of cylinder: $\pi r^2 h$)



5. Jim and Leigh like eating leftover pizza. Jim started off with $\frac{3}{4}$ of his pizza and ate $\frac{1}{2}$; Leigh started off with $\frac{2}{3}$ of his pizza, and ate $\frac{2}{3}$ of it. How pizza did each of them eat? Who ate more pizza? Please use diagrams and numbers to support your work.

6. In the space below, draw three (3) different types of pools with perimeters of 100 ft.

7. For each of the pools you just drew, calculate the area.

8. If you and your friends bought ice cream at a restaurant and the bill was \$18.50, how much would a 15% tip be?

9. Find the mean, median, and mode of the following temperature readings during a two week period last July. Next, create a stem in leaf diagram of the readings.

Week 1		Week 2	
Monday	88° F	Monday	84° F
Tuesday	81° F	Tuesday	79° F
Wednesday	85° F	Wednesday	88° F
Thursday	92° F	Thursday	95° F
Friday	93° F	Friday	91° F

Mean:

Median:

Mode:

Stem and Leaf:



¡Español en el Verano! 7th Grade

*Below is a description of six activities to work on during the summer months. **Select 4 activities and complete them during vacation.** Pace yourself so that you are practicing and exploring Spanish throughout the summer. Make sure you save all the items that you collect throughout your exploration. Place all your items in a folder and bring it with you on the first day of school. ¡Buena suerte y diviértete!*

<p style="text-align: center;"><u>UNA CANCIÓN</u></p> <p>Listen to a song in Spanish (ie. Selena, Jennifer Lopez, Ricky Martin). After listening to the song a few times, make a list of 5 words you know and give their definition. Then, find the lyrics online. Looking at the lyrics, make a list of 15 words that you don't know, and define them. You should have a total of 5 familiar words and 15 unfamiliar words.</p> <p>Song Name: _____</p> <p>Artist Name : _____</p>	<p style="text-align: center;"><u>A UN RESTAURANTE</u></p> <p>With a friend, write a dialogue of 25 lines. Pretend you are at a restaurant and you are having a conversation about your day, what you're going to order, and how the food tastes. You should each have a copy of the dialogue.</p> <p>Partner's Name: _____</p>	<p style="text-align: center;"><u>UN POSTAL</u></p> <p>Pick up a postcard of a place that you went to this summer. This can be a place you traveled to, or a postcard from a place in your town. Write your Spanish teacher a message in Spanish on the postcard telling us what you did, who you saw, and what you enjoyed about your trip. This may be difficult but do your best. Place the postcard in your folder <u>or</u> send the postcard to the school, attn: Señora Hawthorne.</p>
<p style="text-align: center;"><u>HAIKU</u></p> <p>Go for a walk in your neighborhood. Write a haiku poem (5,7,5) about the things that you see. The poem should be written in Spanish. Make a copy of your poem, and include an image that compliments that poem. You can take a photograph or draw a picture to go along with the poem.</p>	<p style="text-align: center;"><u>YOUR ROOM</u></p> <p>Sit in your room, and look around. What do you see? Label 15 things in your room, in Spanish, using post-it notes. Keep the words up for two weeks, studying and learning the words.</p> <p>Parent Signature: _____</p>	<p style="text-align: center;"><u>¿QUÉ QUIERES APRENDER?</u></p> <p>Write your teacher a short letter telling her what you would like to learn in Spanish next year. You may make a list of cultural ideas and places that you want to learn about, and or grammar points that you'd like to understand better. Also include some details about what you feel you learned in Spanish during last school year. Place in your folder <u>or</u> send it</p>

		to the school, attn: Señora Hawthorne.
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