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RIVERSIDE MIDDLE SCHOOL

Dear Parent/Guardians of children entering **Grade 8** for 2010-2011:

We need your support in encouraging your children to complete their required summer assignment. This is a required reading and math packet designed to assist them in practicing the learning they did during the school year.

Research shows that students who complete academic activities during the summer retain or improve the knowledge and skills they gain during classroom instruction.


The proper completion of the summer packet will represent your child's first language arts and math grades for the 2011-2012 school year. Materials must be turned in by Tuesday, **September 6th 2011**.

As many of you may know, the Dearborn Heights Public Library sponsors a summer reading program each year. Many of the books on our summer reading list will be available at the library.

Students entering grade 8 next year must read two books from the summer reading list (one fiction and one non-fiction). For EACH book, your child must complete the attached questions. Students should use the spaces provided to respond to the questions. **Students must also do the math section.** These materials must be turned in to their Language Arts and Math teachers by September 6th 2011. The assignment will count as a test grade for the first marking period in each class.

Please do not hesitate to call us if you need further information. Thank you for your assistance with this important program.

Sincerely, _____


Jason Gribble

Principal

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**SUMMER READING LIST
FOR STUDENTS ENTERING EIGHTH GRADE**

- *Choose one fiction and one non-fiction from the selection below.*
- *Your choice may include any other book by the author.*
- *You may also select fiction or non fiction works from the list of authors provided.*

Fiction

<u>Among the Hidden</u> – Haddix	<u>The Moves Make The Man</u> – Brooks
<u>A Tree Grows In Brooklyn</u> – Smith	<u>Night of the Bat</u> – Zindel
<u>The Adrian Mole Diaries</u> – Townsend	<u>Nory Ryan's Song</u> – Giff
<u>Andromeda Strain</u> – Crichton	<u>Parks Quest</u> – Patersen
<u>The Chocolate War</u> – Cormier	<u>Persuasion</u> – Jane Austin
<u>The Contender</u> – Lipsyte	<u>The Pieman</u> – Zindel
<u>Daniel's Story</u> – Carol Matas	<u>Pride and Prejudice</u> – Jane Austin
<u>Emma</u> – Jane Austin	<u>The Princess Diaries</u> – Cabot
<u>Fallen Angels</u> – Myers	<u>Sense and Sensibility</u> – Jane Austin
<u>Guts</u> – Paulson	<u>The Sisterhood of the Traveling Pants</u> – Brashers
<u>Hoops</u> – Mazer	<u>Slam</u> – Myers
<u>I Am The Cheese</u> – Cormier	<u>A Tale of Two Cities</u> – Charles Dickens
<u>Ivanhoe</u> – School	<u>Tut Tut</u> – Scieszka
<u>The Last of the Mohicans</u> – James Fenimore Cooper	<u>A Walk to Remember</u> – Sparks
<u>Life in the Fat Lane</u> – Bennett	<u>Within Reach: My Everest Story</u> – Pfetzer & Galbin
<u>Max the Mighty</u> – Philbrick	<u>Z for Zachariah</u> – O'Brien
<u>The Last Mission</u> – Mazer	
<u>The Monument</u> – Paulsen	
Cherie Bennett	Margaret Peterson Haddix
Judy Blume	S.E. Hinton
Anne Brashers	Will Hobbs
Meg Cabot	Walter Dean Myers
Robert Cormier	Nan Nolan
Michael Crichton	Gary Paulsen
Cynthia DeFelice	Rhodam Philbrick
Paula Sanziger	Nicholas Sparks
Lois Duncan	Mildred Taylor
Patricia Reilly Giff	Cynthia Voigt

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Non-Fiction

- Joan of Arc – Stanley
You Want Women to Vote. Lizzie Stanton? – Fritz
The Cod's Tale – Kurtansky
My Season with Penguins: An Antarctic Journal – Webb
Top of the World: Climbing Mount Everest – Jenkins
The Code Book – Singh
Basher 52 – O'Grady
Girls who Rocked the World: heroines from Sacagawea to ... - Welden
In These Girls, Hope is a Muscle – Blais
Measuring America – Linklater
Earthquake – Martin
A Young Dancer's Apprenticeship – Dowd
The Children of Willesden – Golabek
An American Plaque – Murphy
Remember the Ladies – Johnston
Life Strategies for Teens – McGraw
Taking Flight – VanMelter
- The Chimpanzees I Love: Saving Their World and Ours – Goodall
Bill Pickett: Rodeo-Ridin' Cowboy – Pinkney
Let It Shine: Stories of Black Women Freedom Fighters – Pinkney
Norman Rockwell: Storyteller with a Brush – Gherman
A Life in Gospel – Orgill
The Wright Sister: Katherine Wright and Her Famous Brothers – Maurer
Albert Einstein: A Biography – Folsing
Phineas Gage: A Gruesome but True Story about Brain Science – Fleishman
Dian Fossey – Roberts
Great Feuds in Science – Hellman
Franklin Delano Roosevelt – Freedman
Farewell to Manzanar – Houston
Left for Dead: A Young Man's Search for Justice – Nelson
Freedom Train – Sterling
How Angel Peterson Got His Name: And Other Outrageous Tales about Extreme Sports – Paulsen, Gary

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2. Authors write to entertain, persuade, inform, and express their opinions.

What was your author's purpose for writing this book? (Choose one purpose and cite evidence from the text that supports your answer).

3. If you were to retell the story from a different character's point of view how would the story be different? For example, if the story, Cinderella, were told by the step-mother, how would that change the way the story is told? Select a character and explain how a particular incident would have been reported differently had your character delivered the information.

4. Choose three (3) of the following literary devices and provide examples of how the author uses them to engage the reader:

- a. Simile – comparison between two things using the word like or as
- b. Metaphor – comparison between two things that have some quality in common
- c. Personification – giving human qualities to an animal or object
- d. Imagery – words and phrases that appeal to a reader's senses
- e. Onomatopoeia – use of words whose sound suggests their meaning
- f. Flashback – when a character or author looks back in time to recall a past event

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Provide the page number and copy the sentence that best serves as an example of each of the three literary devices you chose.

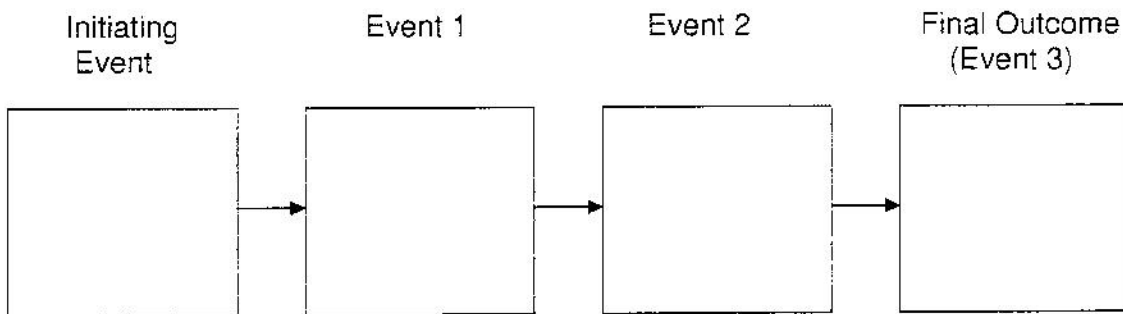
1. _____

2. _____

3. _____

3. Fill in the sequence chain below by using the most important events from your book.

Sequence of Events Chains



4. Books become more meaningful when we are able to connect the topics addressed to things in our lives. Connect/relate incidents, events, people or places in your book to:

a) Self/personal experiences

b) Any text (ex. Books, magazines, articles) that you have read

b) Historical/current events

Grade 8

Summer Math Section

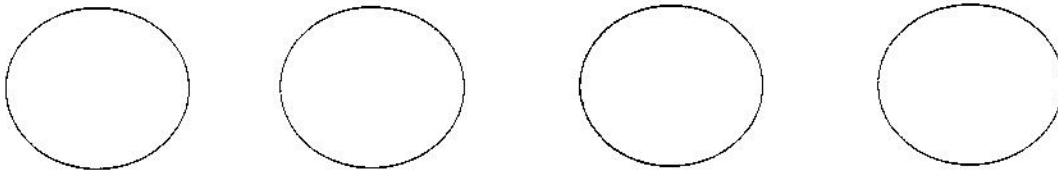
1. What is another way of writing $\frac{7}{4}$.

- a. 1 and $\frac{4}{4}$
- b. 1 and $\frac{1}{2}$
- c. 1 and $\frac{3}{4}$
- d. 1 and $\frac{1}{4}$

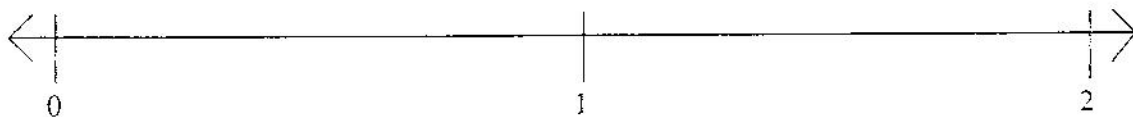
2. Write the number that should come next in this pattern. Then write a sentence to explain how you decided what to write.

130, 105, 80, 55, _____

3. Shade in $3\frac{3}{8}$ circles.



4. Mark an "X" on the number line in the place that represents 1.6



5. The school day lasts $6\frac{3}{4}$ hours. This number is

- a. a little less than 6 hours
- b. a little more than 6 hours
- c. a little less than 7 hours
- d. a little more than 7 hours

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The table shows the height of four seventh graders.

Student	Height in Inches
Darla	65.0
Joan	63.5
Mike	60.8
Tom	64.5

6. Which student is the tallest?

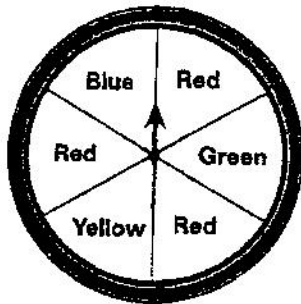
- a. Darla
- b. Joan
- c. Mike
- d. Tom

7. The star player on the school baseball team had a batting average between 0.325 and 0.370. Which of these numbers could have been his batting average?

- a. 0.317
- b. 0.324
- c. 0.355
- d. 0.380

8. If Brian spins this spinner once, on which color is it MOST likely to land? Explain why you picked that color.

Color = _____



9. Suppose you are playing Scrabble and these tiles are left. What is the probability that you will pick a vowel?

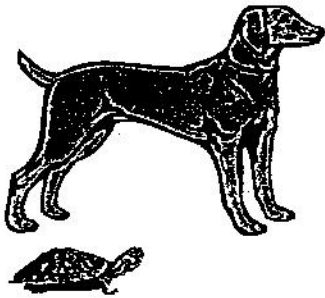
I S N A R T L O

- a. $\frac{1}{2}$
- b. $\frac{3}{8}$
- c. $\frac{1}{4}$
- d. 1

10. The length of a classroom would BEST be measured in

- a. centimeters
- b. millimeters
- c. kilometers
- d. meters

11. The length of the turtle is 30 centimeters; ABOUT how long is the length of the dog?



30 centimeters

- a. 50 cm
- b. 60 cm
- c. 75 cm
- d. 100 cm

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12. Keep a food diary for two days. Write down everything you eat.

HINT: Ratio = 1 out of 5

How many sodas _____

How many candy bars _____

How many handfuls of chips _____

How many servings of milk _____

How many $\frac{1}{2}$ cup servings of vegetables _____

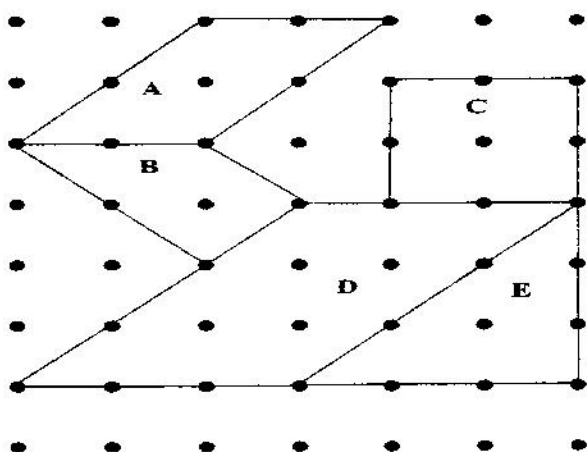
Make a bar graph to display this information

Write a ratio to compare the number of chips to the number of servings of vegetables

What percent is this? _____

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Use the drawing below to answer questions 13 and 14.



13. Which two figures are similar? _____

14. Describe how you know what makes them similar?
