Summer Homework – 7th & 8th Grade Modified

Student Name: ________________________________

Completed packet is due on the first day of school. See you on Monday, August 19, 2019
Gamble Montessori Junior High Supply List
2019-2020 School Year

These are the items your student will need this year to be successful in our community at Gamble Montessori. **All items should be purchased by the first week of school, as we will begin using most of the items on the first day.**

Please be assured that all items are essential and **WILL be used during the year at school and during field experiences. If possible please send the community items with your student when he or she attends Summer Bridge.**

**ORGANIZATION IS ONE OF THE MOST IMPORTANT FACTORS FOR STUDENT SUCCESS**

<table>
<thead>
<tr>
<th><strong>Personal Items</strong></th>
<th><strong>Community Supplies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your student should have these items for his or her own use at home and/or at school (as indicated).</strong></td>
<td><strong>These items will be kept by the teachers and used by the community.</strong></td>
</tr>
<tr>
<td><strong>Have these items at school EVERY DAY</strong></td>
<td><strong>Everyone should bring the following items for the community:</strong></td>
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<tr>
<td>Personal use pencils (#2 pencil/mechanical pencils)</td>
<td>15 folders with 2 pockets and 3 prongs</td>
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<td>Loose-leaf or filler paper</td>
<td>2 packages of 24-ct pencils</td>
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<tr>
<td>Personal use pens - blue or black ink</td>
<td>1 package of filler notebook paper</td>
</tr>
<tr>
<td>Personal use highlighters</td>
<td>2 Tissue boxes</td>
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<tr>
<td>Small pencil bag (not a box)</td>
<td>1 package of lined 3 x 5 index cards</td>
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<tr>
<td>Combination Lock for locker (student should practice using the lock before school starts)</td>
<td><strong>Please look at the groups below for additional items we are requesting:</strong></td>
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<td>2 – 2 in three-ring binder (one for social studies/language arts, one for math/science)</td>
<td><strong>7th grade girls</strong></td>
</tr>
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<td>2 sets of 8 tab dividers (for binders)</td>
<td>1 box of markers</td>
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<td>3 composition notebooks (for math, science, ELA)</td>
<td>Lysol wipes</td>
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<td>12 pack of colored pencils <em>(keep in pencil bag)</em></td>
<td><strong>8th grade girls</strong></td>
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<td>2 glue sticks <em>(keep in pencil bag)</em></td>
<td>Graph Paper</td>
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<td><strong>Keep these items at home for student to use</strong></td>
<td>1 package of Sharpie Markers</td>
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<td>Angle ruler or protractor</td>
<td><strong>7th grade boys</strong></td>
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<td>Pencils, pens and filler paper to use at home &amp; school</td>
<td>Paper towels</td>
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<td>Scientific calculator (TI-3411)</td>
<td>Hand Sanitizers</td>
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<td>Public library card</td>
<td><strong>8th grade boys</strong></td>
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<td>Dry erase markers</td>
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<td>Lysol wipes</td>
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Welcome to the Gamble Montessori Middle School Summer Math Contract!

These works were carefully chosen by the Middle School math teachers to:

- Introduce or reintroduce important Montessori math concepts that are needed in the Middle School math classroom
- Target skills which we have seen to be difficult to learn and/or difficult to maintain over the summer
- Help students strengthen and stretch their ability to master their own work flow by making choices based on their interest and self-knowledge

These works are ordered to allow one topic to flow into the next, however we encourage you to use interest and choice to get involved and do these works in any order that inspires you.

This packet looks THICK!!! It is because:

- It includes LOTS of drawings made to look like Montessori materials to help Montessori kids new and old to gain deeper understanding of these essential mathematical ideas
- There are many examples so that you can see what you are being asked to do!

Name: ____________________________
Community: _______________________

- One thing you are excited about for next year: ____________________________________________

- One thing you are nervous about for next year: __________________________________________

- Are you coming from a Montessori Elementary? (circle one) YES NO
- Something you want your teacher to know about you: ________________________________
- Something you want to share about your summer: ________________________________

Math Summer Homework Directions:
1st - Complete the ODD problems on pages 1-8 for review. You may do all the work for extra practice. Complete all of page 9. There are examples provided to guide you as well as workspace to the right of each problem set.
2nd - Fill in the “First 100” chart for all numbers. Make sure to notice any patterns that you see through this process.
Create equivalent fractions based on the pictures for each problem.

1. Example

\[
\frac{a}{3} = \frac{4}{10}
\]

3.

4.

5.

6.
Simplifying Fractions

Fractions that have the same value are called equivalent fractions. A fraction is in simplest form when the GCF of the numerator and denominator is 1.

Example 1: Write \(\frac{36}{54}\) in simplest form.

First, find the GCF of the numerator and denominator.
- factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36
- factors of 54: 1, 2, 3, 6, 9, 18, 27, 54

The GCF of 36 and 54 is 18.

Then, divide the numerator and the denominator by the GCF.

\[
\frac{36}{54} = \frac{36 - 18}{54 - 18} = \frac{2}{3}
\]

So, \(\frac{36}{54}\) written in simplest form is \(\frac{2}{3}\).

Example 2: Write \(\frac{8}{12}\) in simplest form.

Find the GCF of the numerator and the denominator.
- factors of 8 = 2 \cdot 2 \cdot 2
- factors of 12 = 2 \cdot 2 \cdot 3

The GCF of 8 and 12 is 2 \cdot 2 or 4.

\[
\frac{8}{12} = \frac{8 - 4}{12 - 4} = \frac{2}{3}
\]

So, \(\frac{8}{12}\) written in simplest form is \(\frac{2}{3}\).

Exercises

Write each fraction in simplest form.

1. \(\frac{42}{72}\)
2. \(\frac{40}{64}\)
3. \(\frac{21}{35}\)
4. \(\frac{25}{100}\)
5. \(\frac{99}{132}\)
6. \(\frac{17}{85}\)
Riddle 19

Why couldn’t the ghost tell a lie?

What To Do

Solve the addition problems below. Write your answers in simplest terms. Match each answer to a letter in the Key. Then write the letter in the space above its problem number to find the answer to the riddle.

1. \( \frac{1}{2} + \frac{1}{3} = \) _____
2. \( \frac{2}{5} + \frac{1}{4} = \) _____
3. \( \frac{1}{6} + \frac{4}{9} = \) _____
4. \( \frac{3}{10} + \frac{2}{5} = \) _____
5. \( \frac{2}{7} + \frac{1}{5} = \) _____
6. \( \frac{1}{3} + \frac{1}{4} = \) _____
7. \( \frac{2}{3} + \frac{2}{6} = \) _____
8. \( \frac{2}{9} + \frac{1}{3} = \) _____
9. \( \frac{2}{14} + \frac{1}{2} = \) _____
10. \( \frac{3}{8} + \frac{1}{4} = \) _____

Key

5/8 .......... R  1 .......... G  13/20 .......... M
6 .......... J  7/10 .......... U  7/12 .......... T

Riddle Answer

You can see right

6 3 10 9 4 7 8 1 5 2

3.
Decimals: Tenths

Write the decimal and the fraction shown by each square.

Example

d. e. g.
h.

f. i.
Fractions and Decimals

To write a decimal as a fraction, divide the numerator of the fraction by the denominator. Use a power of ten to change a decimal to a fraction.

Example 1: Write \( \frac{5}{9} \) as a decimal.

Method 1: Use pencil and paper.

\[
\begin{align*}
0.555... & \\
95,000 & \\
4.5 & \\
50 & \rightarrow \text{The remainder after each step is 5.}
\end{align*}
\]

Method 2: Use a calculator.

\[
\frac{5}{9} = 0.55555556
\]

You can use bar notation \( 0.\overline{5} \) to indicate that 5 repeats forever.

So, \( \frac{5}{9} = 0.\overline{5} \).

Example 2: Write 0.32 as a fraction in simplest form.

\[
0.32 = \frac{32}{100} \quad \text{The 2 is in the hundredths place.}
\]

\[
\frac{32}{100} = \frac{8}{25} \quad \text{Simplify.}
\]

Exercises:

Write each fraction or mixed number as a decimal. Use bar notation if the decimal is a repeating decimal.

1. \( \frac{8}{10} \)
2. \( \frac{3}{5} \)
3. \( \frac{7}{11} \)

4. \( 4 \frac{7}{8} \)
5. \( \frac{13}{15} \)
6. \( 3.\overline{47} \overline{99} \)

Write each decimal as a fraction in simplest form.

7. 0.14
8. 0.3
9. 0.94
Fractions and Percents

A ratio is a comparison of two numbers by division. When a ratio compares a number to 100, it can be written as a percent. To write a ratio or fraction as a percent, find an equivalent fraction with a denominator of 100. You can also use the meaning of percent to change percents to fractions.

**Example 1** Write \(\frac{19}{20}\) as a percent.

\[
\begin{array}{c}
\times 5 \\
19 \\
\times 5 \\
95 \\
\end{array}
\]

Since \(100 \div 20 = 5\), multiply the numerator and denominator by 5.

\[
\frac{19}{20} = \frac{95}{100} = 95\%
\]

**Example 2** Write 92% as a fraction in simplest form.

\[
\frac{92}{100} = \frac{92 \div 4}{100 \div 4} = \frac{23}{25}
\]

Definition of percent
Simplify.

**Exercises**

Write each ratio as a percent.

1. \(\frac{14}{100}\)  
2. \(\frac{27}{100}\)  
3. 34.5 per 100

4. 16 per 100  
5. 21:100  
6. 96:100

Write each fraction as a percent.

7. \(\frac{3}{100}\)  
8. \(\frac{14}{100}\)  
9. \(\frac{2}{5}\)

10. \(\frac{1}{20}\)  
11. \(\frac{13}{25}\)  
12. \(\frac{4}{10}\)

Write each percent as a fraction in simplest form.

13. 35%  
14. 18%  
15. 75%

16. 80%  
17. 16%  
18. 15%
Least Common Multiple

A multiple of a number is the product of that number and any whole number. The least nonzero multiple of two or more numbers is the least common multiple (LCM) of the numbers.

Example 1 Find the LCM of 15 and 20 by listing multiples.

List the multiples.
multiples of 15: 15, 30, 45, 60, 75, 90, 105, 120, ...
multiples of 20: 20, 40, 60, 80, 100, 120, 140, ...
Notice that 60, 120, ..., are common multiples. So, the LCM of 15 and 20 is 60.

Example 2 Find the LCM of 8 and 12 using prime factors.

Write the prime factorization.
\[ 8 = 2 \times 2 \times 2 = 2^3 \]
\[ 12 = 2 \times 2 \times 3 = 2^2 \times 3 \]
The prime factors of 8 and 12 are 2 and 3.
Multiply the greatest power of both 2 and 3.
The LCM of 8 and 12 is \( 2^3 \times 3 \), or 24.

Exercises

Find the LCM of each set of numbers.

1. 4, 6
2. 6, 9
3. 5, 9
4. 8, 10
5. 12, 15
6. 15, 21
7. 4, 15
8. 8, 20
9. 8, 16
10. 6, 14
11. 12, 20
12. 9, 12
13. 14, 21
14. 6, 15
15. 4, 6, 8
16. 3, 5, 6

7.
Greatest Common Factor

The greatest common factor (GCF) of two or more numbers is the largest number that is a factor of each number. The GCF of prime numbers is 1.

**Example 1** Find the GCF of 72 and 108 by listing factors.

- Factors of 72: 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72
- Factors of 108: 1, 2, 3, 4, 6, 9, 12, 18, 27, 36, 54, 108
- Common factors: 1, 2, 3, 4, 6, 9, 12, 18, 36

The GCF of 72 and 108 is 36.

**Example 2** Find the GCF of 42 and 60 using prime factors.

**Method 1** Write the prime factorization.

- $60 = 2 \times 2 \times 3 \times 5$
- $42 = 2 \times 3 \times 7$

**Method 2** Divide by prime numbers.

- Divide both 42 and 60 by 2.
- Then divide the quotients by 3.

- $\frac{42}{2} = 21$
- $\frac{60}{2} = 30$
- $\frac{21}{3} = 7$
- $\frac{30}{3} = 10$
- $\frac{7}{3} = 7$
- $\frac{10}{3} = 3.33$

The common prime factors are 2 and 3. The GCF of 42 and 60 is $2 \times 3$, or 6.

**Exercises**

Find the GCF of each set of numbers.

1. 18, 30
2. 60, 45
3. 24, 72
4. 32, 48
5. 100, 30
6. 54, 36
7. 3, 97, 5
8. 4, 20, 24
9. 36, 9, 45

Here's an example:

Find the GCF of 18 and 36 using T-charts.
**Prime and Composite Numbers**

A **prime number** is a number that only has 2 factors, 1 and itself.

5 is a prime number because its only factors are 1 and 5.

A **composite number** is a number with three or more factors.

6 is a composite number because its factors are 1, 3, and 6.

Use a highlighter to highlight all the prime numbers between 1 and 100. BE CAREFUL! You cannot erase a highlighter.

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</tbody>
</table>
Complete the following chart of the numbers 1-100. The objective of this activity is to create and, use as a reference, the properties of the numbers 1-100. These properties include:

**Number** - already done for you  
**Odd/even** - Write whether today's day is an odd or even number.  
**Fraction** - The number out of 100 days  
**Decimal** - Today's day out of 100 days.  
**Percent** - Today's day out of 100 days.  
**Multiples** - Write the first 5 multiples of the day's number.  
**Factors** - Write all the factors of the day's number.  
**Prime/composite** - Write whether the day's number is prime or composite.  
**Change coins** - Write the amount of money in the lowest amount of coins that equal the day's number.

**Example:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Odd/Even</th>
<th>fraction</th>
<th>decimal</th>
<th>Percent</th>
<th>multiples</th>
<th>factors</th>
<th>Coins</th>
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</thead>
<tbody>
<tr>
<td>50</td>
<td>Even</td>
<td>(\frac{1}{2})</td>
<td>0.5</td>
<td>50%</td>
<td>50, 100, 150, 200, 250</td>
<td>1, 2, 5, 10, 25, 50</td>
<td>2 quarters</td>
</tr>
</tbody>
</table>
### The First 100

<table>
<thead>
<tr>
<th>Number</th>
<th>Odd/Even</th>
<th>fraction</th>
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<th>Percent</th>
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7th & 8th Grade Language Arts Summer Homework

Reading Assignment Directions:

1. Read Out of My Mind by Sharon Draper
2. While reading, use the reading strategies listed below to better help you understand the text.
3. Upon completion of the book, write a literary letter to your community teacher using the guidelines explained on the back of this sheet.

Reading Strategies Chart

<table>
<thead>
<tr>
<th>Make Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text-to-self</td>
</tr>
<tr>
<td>• Text-to-text</td>
</tr>
<tr>
<td>• Text-to-World</td>
</tr>
</tbody>
</table>

| Create images/visualizing use all five senses and emotions |
| I need to use my senses to help me understand what I am reading. |
| "These words make me see, hear, taste, smell, and/or feel (physically or emotionally)...." |

| Ask Questions |
| I need to pay attention to the questions in my head when I am reading. |
| "I wonder who, what, where, when, why, how....." |
| "I wonder why the author...." |

| Determine Importance |
| I need to recognize what is important and what is not important when I read. |
| "I think this is important because...." |

| Make Inferences |
| I need to notice meaning that may not be directly stated in the text. |
| "Even though it doesn’t say it in the text, I think... Because...." |

| Synthesize information: Move beyond summarizing and retelling to construct meaning. |
| I need to think about how all the ideas and pieces fit together, including those that are in the text and those that are in my head, to help me come to an understanding of the whole text. |
| "I think this is the big idea because...." |
| "I’ve come to understand that.... Because...." |

| Monitor for meaning |
| I need to understand that reading must make sense, and I need to do something when reading doesn’t. |
| "I am confused by...." |
| "I think I get it now because...." |

Use the information on the back of this page to structure your "literary letter."

***For students who wish to read a long with the audiobook, you may access it at the following web address: https://tinyurl.com/y3ehnm2w
Literary Letter to Teachers Assignment

Paragraph 1: Give some background information about the book. What is the title? Who is the author? To what genre (category of books) does it belong?

Paragraph 2: Provide a summary of the book in which you reveal the main setting, major characters, major events, and/or main conflict. Help the reader get the general idea of the book.

Paragraph 3: Explain how you used at least three of the seven reading strategies listed on the front of this sheet. Provide one quotation from the book for each strategy and explain how using that strategy helped you to better understand or enjoy that part of the story.

Paragraph 4: Discuss the major conflict or issue in the story. Was the conflict ever resolved and if so, how. If not, why not. Explain using examples from the book to support your answer.

Paragraph 5: Explain to whom you would recommend this book and why AND/OR explain a major theme or message you recognized in the book and provide examples from the text to support your answer.

Sign and date your letter.

*Literary Letter Guidelines
- All letters must be typed
- Use Times New Roman size 12 font
- Double Space
- Proofread and edit your work for spelling, punctuation, capitalization, and grammar
The following work is designed to help you prepare for some of the work that we will be experiencing this year, and to help expand your understanding of some key science concepts especially in the physical science standard. Your work will be graded based on the rubric. This will be part of your first quarter grade, so really dig into the work and put forth your best effort. Please follow the directions for all assignments and remember to ALWAYS ASK FOR PARENT/GUARDIAN PERMISSION BEFORE YOU START AN EXPERIMENT. Consider this a fun summer experience, enjoy it!

First, obtain a folder to put this packet into. One with prongs in the center will create a book-like project in which you and your teachers can easily flip through to review your work.

Second, read the activities before completing them. Ask your parent for help if you do not understand what you are expected to do.

Third, carefully and thoroughly complete the activities. Place a checkmark in the box when you have completed the activity.

Fourth, turn in your completed work on the FIRST DAY OF SCHOOL, AUGUST 19, 2019.

There are 3 expected activities and 4 recommended activities. Each of the expected activities must be completed in their entirety for credit. Additional credit will be given for the recommended activities.

Student Name

Teacher/Evaluator use ONLY.

Final required points earned: ________________/3

Final recommended points earned: ________________/4

Comments:
### "Activities Checklist"

#### Required Activity: Famous Scientists

<table>
<thead>
<tr>
<th>Check each box when completed</th>
<th>Expected activities</th>
<th>Teacher check</th>
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<tbody>
<tr>
<td></td>
<td>I wrote a sentence for 10 of the listed scientists. <em>Page 3-4</em></td>
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<tr>
<td></td>
<td>I chose one of the scientists and attached a picture. <em>Page 5</em></td>
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<tr>
<td></td>
<td>I filled in the information about that scientist. <em>Page 5</em></td>
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#### Recommended Activity: Fall Camping Menu Challenge

<table>
<thead>
<tr>
<th>Check each box when completed</th>
<th>Recommended activities</th>
<th>Teacher check</th>
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<tbody>
<tr>
<td></td>
<td>I chose a meal to prepare. <em>Pages 7-10</em></td>
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<tr>
<td></td>
<td>I filled in the ingredient table with 5-10 ingredients. <em>Page 11</em></td>
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<td>I prepared the meal.</td>
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<td></td>
<td>I had a parent/guardian complete the family survey. <em>Page 12</em></td>
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Famous Scientists

Directions: Choose 10 of the following scientists. Write one sentence next to their name for what they are most noted for. (There may be many things, choose one that you find most interesting)

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Most Notable Contribution</th>
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<tr>
<td>Guion S. Bluford</td>
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<td>Niels Bohr</td>
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<td>Otis Boykin</td>
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<td>Ben Carson</td>
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<td>George Washington Carver</td>
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<td>Marie Curie</td>
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<td>Thomas Edison</td>
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<td>Albert Einstein</td>
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<tr>
<td>Galileo Galilei</td>
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<tr>
<td>May C. Jemison</td>
<td></td>
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<tr>
<td>Name</td>
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<tr>
<td>Katherine G. Johnson</td>
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<td>Dorothy Johnson Vaughan</td>
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<tr>
<td>Percy Lavon Julian</td>
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<td>Dmitri Mendeleev</td>
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<td>Fredrick Mohs</td>
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<tr>
<td>Maria Montessori</td>
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<td>Garrett Morgan</td>
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<td>Isaac Newton</td>
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<td>Nikola Tesla</td>
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<td>Neil deGrasse Tyson</td>
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<td>Mary Winston-Jackson</td>
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Name of Scientist

Place a picture of your scientist here. You may draw it, or you may paste a picture from another resource.

Birth year ____________ to Death year ____________

__________________________ was/is best known for _______________________

__________________________ was born _________________________________.

Some of this scientist's other accomplishments include ____________________________

__________________________
**Fall Camping Menu Challenge**

Fall Camping is a great opportunity for us to grow in many ways. During your week at camp, you will face many different challenges and we hope that you will meet each one with a positive attitude. From these challenges, you can grow and learn many new things. You are part of a community, part of your class, part of your tent group, and now part of a cooking group.

You will be asked to prepare a meal for the entire group of about 60 people at some time over the week. Only breakfasts and dinners will involve cooking. But first you must do some work to make sure that you can succeed in this difficult task. Follow the directions listed below and be sure to turn in all of the required information at the required time. For all cooking experiences, **you must have adult supervision and permission before you begin.** Parents/adult family member may substitute a different meal if desired, but it **must include CUTTING fruits and vegetables.**

You will need to purchase enough ingredients for you to prepare the meal for your family at home. Go home and practice preparing the meal with your family (YOU MUST HAVE ADULT SUPERVISION AND PERMISSION BEFORE MAKING ANY FOOD). Have your family complete the survey to turn in.

**Expectations:**

- 1. Choose one of the following meals to prepare.
- 2. Carefully read through the directions.
- 3. Complete the table of ingredient and cost information (for 10 ingredients).
- 4. Purchase enough ingredients to prepare the meal with an adult at home.
- 5. Prepare and serve the meal (with an adult’s help).
- 6. Have a family member fill out and sign the survey.
Breakfast 1: French Toast and Fruit Salad

Ingredients for French Toast:
- White bread
- Eggs
- Syrup
- Butter
  (optional: Cinnamon and sugar)

Materials needed for French Toast:
- Stove
- Pan
- Spatula
- Bowl

Directions for French Toast:
1. Crack the eggs into a bowl. Remove any shell that gets into the bowl. Stir the eggs gently for a minute of two being sure to break all the yolks up. Clean all egg spills immediately.

2. Place a teaspoon of butter into a pan. Put the pan on a burner that is on medium heat.

3. Take one piece of bread and dip into the eggs. Coat both sides as best as possible of the bread. Place bread into hot pan. If needed, add a little more egg to the dry spots on the bread with a spoon.

4. Using a spatula, flip the toast after about two minutes onto the other side, or flip it whenever it gets a little brown. Get both sides a little brown and move the toast to a plate.

5. If desired, put butter, syrup, cinnamon, and/or sugar on the toast.

Ingredients for Fruit Salad:
- Apples
- Bananas
- Grapes
- Mandarin oranges
- Any other fruit you like!

Materials needed for Fruit Salad:
- Knife
- Bowl
- Cutting board

Directions for Fruit Salad:
1. Place the fruit onto the cutting board and cut into small, bite size pieces.
2. Place the fruit into the bowl, mix and enjoy!
Breakfast 2: Pancakes and Fruit Salad

Ingredients for pancakes:
- Pancake mix, choose your favorite (READ THE INSTRUCTIONS ON THE MIX – some mixes require the addition of eggs, milk and vegetable oil, so be sure to price/purchase these ingredients if needed)
- Syrup
- Butter
  (Optional: Cinnamon and sugar)

Materials needed for Fruit Salad:
- Stove
- Pan
- Spatula
- Bowl

Directions for Pancakes:

1. Make Pancake batter according to the pancake mix you have in a bowl.
2. Lightly butter pan. Put pan on burner with medium heat.
3. Drop spoonfuls of batter into pan creating a circle about 4 inches in diameter. If there is room in the pan, you can make more than one pancake at a time.
4. Carefully watch one side until bubbles appear on the top (about 2 minutes if the pan is hot).
5. Flip the pancake and cook the other side until brown.
6. Remove from pan, put on plate, add more butter, syrup, cinnamon, and/or sugar if desired.

Ingredients for Fruit Salad:
- Apples
- Bananas
- Grapes
- Mandarin oranges
- Any other fruit you like!

Materials needed for Fruit Salad:
- Knife
- Bowl
- Cutting board

Directions for Fruit Salad:

1. Place the fruit onto the cutting board and cut into small, bite size pieces.
2. Place the fruit into the bowl, mix and enjoy!
Dinner 1:  Chicken and Vegetables with Rice

Ingredients for Chicken and Vegetables:
- Fresh or frozen chicken breasts
- Celery
- Carrots
- Peas (canned or frozen)
- Olive oil
- Seasoning salt

Materials needed for Chicken and Vegetables:
- Oven
- Aluminum Foil
- Knife
- Cutting board
- Oven mitt

Directions for Chicken and Vegetables:
Pre-heat oven to 350° F.

1. Thaw chicken breast if needed.
2. Cut celery and carrots into bite size pieces.
3. Place chicken and vegetables in a large piece of aluminum foil (put the chicken on the bottom and the vegetables on top and around)
4. Sprinkle a little olive oil (and seasoning salt if desired) onto the chicken and vegetables.
5. Fold the aluminum foil so that the edges are on top and folded together.
6. Place the aluminum foil bag (with the chicken and vegetables in it) into the oven for about 20 minutes.
7. Wash all surfaces and hands that have touched the chicken.
8. Carefully remove one aluminum foil bag with an oven mitt and open it with away from your face. Cut a piece of chicken about halfway through in the thickest part of the meat to make sure the chicken is not pink. If it is pink, put the bag back together and continue cooking until it is thoroughly cooked.
9. When cooked, remove the aluminum foil bags, place on a bed of rice, and enjoy!

Ingredients for rice:
- Box of instant(minute) rice
- Any other ingredients the directions on the box calls for (be sure to read the directions on the box)

Materials needed for Rice:
- Pot
- Stove
- Oven mitt
- Measuring cups

Directions for Rice:
1. Cooking instructions vary from box to box. Please follow the directions on your brand of rice.
2. Enjoy with the chicken and vegetables!
Dinner 2: Pizza and Salad

Ingredients for Pizza:
- Pizza crust mix or pre-made pizza crust
- Pizza sauce
- Shredded mozzarella cheese
- Onions
- Mushrooms
- Green peppers

Materials needed for Pizza:
- Oven
- Aluminum Foil or pizza pan
- Knife
- Cutting board
- Oven mitt

Directions for Chicken and Vegetables:
1. Prepare pizza dough/crust according to the directions on the package.
2. Evenly spread pizza sauce on the crust.
3. Carefully cut the mushrooms, green peppers, and onions.
4. Place the vegetables on the sauce.
5. Sprinkle the entire pizza with the cheese.
6. Place the pizza in the pre-heated oven according to the directions on the crust package.
7. Remove pizza from oven, allow to slightly cool, cut into slices and enjoy!

Ingredients for Salad:
- Lettuce
- Cucumber
- Tomatoes
- Favorite salad dressing

Materials needed for Salad:
- Knife
- Cutting board
- Large bowl
- Large spoon or salad tongs

Directions for Salad:
1. Carefully cut the vegetables into bite size pieces.
2. Place all the vegetables in a bowl and toss with the spoon or tongs.
3. Top with your favorite dressing and enjoy!
List the ingredients you used to make your meal. As you are shopping, find the prices for each of the ingredients AND the serving size that is included in boxes or packages.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost of Item</th>
<th>( \div ) by number of servings</th>
<th>Price Per Serving (cost ( \div ) servings)</th>
<th>( \times ) by 60 (how many you'll serve at camp)</th>
<th>Price for serving 60</th>
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Family Survey: (To be completed by parent/guardian)

1. How well did the student participate in the preparation of the meal? ____________________________________________

2. How did the final product turn out? ________________________________________________________________

3. What did the student do really well? ________________________________________________________________

4. What could the student do better in the future? ______________________________________________________

Parent/Guardian Signature: ___________________________     Print name: ___________________________

Print student name: ___________________________