

June 8, 2017

Dear Eighth Graders,

We are looking forward to sharing your last year at St. Bartholomew School with you. The year promises to hold many challenging learning experiences as well as memorable events. In Religion classes, we will have young adult discussions, focusing on the beliefs of our Church and family life. Algebra will help us to use our higher level thinking skills as we complete equations, graphs and charts working with monomials and polynomials. In Literature, we will read exciting novels and all genres of literature and apply our knowledge of fiction and non-fiction Notice and Note signposts. Language Arts will help develop our research and writing skills as well as continue to expand our grammar and vocabulary using IXL, Achieve 3000, and exercises from Loyola Press, which will certainly be beneficial in high school. Hands on is what Science will be all about as we make catapults and “advertise elements” while focusing on engineering and design challenges. History will come alive as we perform Salem mock trial simulations and reenact our “light eyes, dark eyes” experiment. We will also be sharing with each other humanitarian projects which are sure to be inspirational.

In order to help prepare you for the school year, we ask you to come equipped with the following supplies:

- Inexpensive scientific calculator
- 12 bound notebooks (not spiral)
- Looseleaf paper
- Zippered pencil case (**mandatory**)
- 5 pocket folders
- 2 pocket folders with fasteners
- Several red pens
- Several black pens
- Several #2 pencils (sharpened each day before class)
- Scissors
- 12” ruler with metric units
- Protractor
- Scotch tape
- Glue stick
- Eraser
- Correction tape
- Crayons, colored pencils or markers

Looseleaf binders are found to be too cumbersome and not permitted since we have notebooks, so we ask that they not be used.

Attached are the summer reading assignments and IXL Math Work.

See you in September. Enjoy your summer.

Thank you,

Mrs. Trenery

Mrs. Fassold

## Welcome to 8<sup>th</sup> Grade

June 9, 2017

Dear Parents/Guardians and Eighth Graders,

I hope you have a restful and enjoyable summer. While you may have plans to go on vacation, camp, or are staying local, be sure to have fun, and stay safe.

As you may already know, “studies show that all youth experience learning loss in reading as well as academic areas over the summer if they do not participate in a range of educational activities that keep their brains engaged.” It is important to keep the mind active by engaging in educational experiences and reading. For that reason, I have chosen one required book for the summer reading and one optional (choose one of the two listed). Additional nonfiction reading support is available by using Achieve 3000. Achieve 3000 is offering exciting weekly prizes and a grand prize drawing for working towards and completing 40 activities over the summer. Read the Attached flyer from Achieve 3000 for more information. In addition, you will be required to practice grammar and math skills 40 minutes per week per subject with the activities listed below.

Nickel and Dimed by Barbara Ehrenreich

*Optional:* The Call of the Wild by Jack London or The Maze Runner by James Dashner

As you read both books, pay attention to any **signposts** you recognize. Use post-its or annotate in the margins when you come across a **signpost**. Use the attached signpost bookmark as a guide. For one of the books, **choose one chapter** in which you will perform a **close reading**.

Directions: Choose three of the five symbols from the **Close Read Symbol** chart below to do a close read of the text. (This means that you will underline the part you want to put a symbol next to, and put the symbol in the margin next to what you underlined.)

Symbol	Comments/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"><li>• Questions I Have</li><li>• Confusing parts for me</li></ul>	<ul style="list-style-type: none"><li>• My question about this part is...</li><li>• I’m confused about this part because...</li></ul>
+	Ideas/statements I agree with	I agree with this character because...
-	Ideas/statements I disagree with	I disagree with this character because...
*	Significant ideas	I think this part is significant because...
!	<ul style="list-style-type: none"><li>• Shocking statements or parts</li><li>• Emotional parts</li></ul>	<ul style="list-style-type: none"><li>• I was shocked to read that ... (further explanation)</li><li>• The part about ___ made me feel...</li></ul>
O	<ul style="list-style-type: none"><li>• Ideas/sections you connect with</li><li>• What this reminds you of</li></ul>	<ul style="list-style-type: none"><li>• This section reminded me of...</li><li>• This experience connects with my own experience in that...</li></ul>

For additional reading suggestions, the Library in East Brunswick has the following reading lists available.

6/7<sup>th</sup> Grade- <http://www.ebpl.org/kids/PDF/Grade-6-7-Reading-List.pdf>

Teen reads- <http://www.ebpl.org/teens/teen-reads.cfm>

For further information on the summer slide, read the following:

[http://gradelevelreading.net/wp-content/uploads/2012/08/StopSummerAcademicLoss\\_MetaMetricsWhitepaper.pdf](http://gradelevelreading.net/wp-content/uploads/2012/08/StopSummerAcademicLoss_MetaMetricsWhitepaper.pdf)

<http://www.ala.org/yalsa/adopting-summer-learning-approach-increased-impact-yalsa-position-paper>

### **IXL Assignments**

#### **Math – Use the 7<sup>th</sup> Grade IXL Activities**

Integers B1 – B6

Decimals D1- D4

Fractions and Mixed Numbers F1- F10

Operations with Integers C1- C9

Operations with Decimals E1- E5

#### **ELA – Use the 7<sup>th</sup> Grade IXL Activities (Refer to your grammar workbook to read the rules for each topic).**

Commas A.1 – A.5 (pg. 142-145)

Adjectives DD.1 - DD.4 (pg. 15-20, 23-26)

Simple, compound, complex, & compound-complex sentences R.1 – R.2 (pg. 126-132)

Quotations & Dialogue K.1 (pg. 148)

Context Clues NN.1-NN.5

Sensory details TT.1

Point of View VV.1

Claims & Evidence XX.1-6

Nouns AA.1 – AA.4 (pg. 1-14)

Pronouns BB.1-BB.10 (pg. 27-44)

Synonyms & Antonyms MM.1 –MM.2

Figurative Language SS.1 – SS.6

Author’s Purpose & Tone UU.1 – UU.4

Planning & Organizing writing WW.1- WW.5

Thank you,

Mrs. Williams

## Reading Volume of Fifth-Grade Students of Different Levels of Achievement (Based on In and Out of School Reading Logs)

Achievement Percentile	Minutes of Reading per Day	Words per Year
90th	40.4	2,357,000
50th	12.9	601,000
10th	1.6	51,000

Anderson, Wilson, & Fielding, 1988

A look at what happens when only 10 minutes  
a day is added to a student's reading

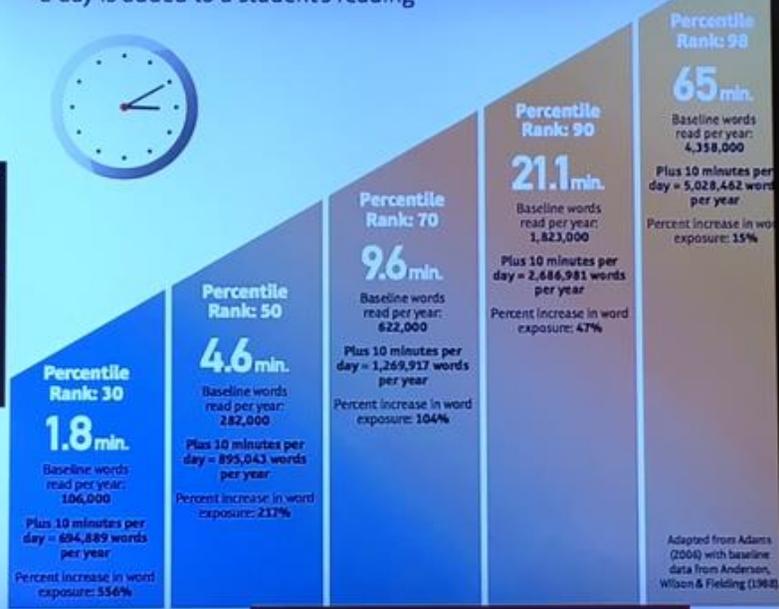
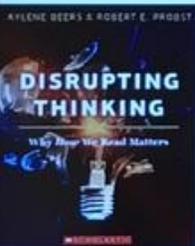


CHART I

From *Disrupting Thinking* by Beers & Probst, p. 137

Adapted from Adams (2004) with baseline data from Anderson, Wilson & Fielding (1988)

These charts (from a study by Anderson, Wilson, & Fielding, 1988 and published in *Disrupting Thinking* by Beers & Probst, respectively) demonstrate the powerful impact daily reading has on a student's reading and achievement levels.