

SUGGESTED SUMMER
HOMEWORK

KENSINGTON HALL

GRADE 8



June, 2011

Dear Parents,

Summer in Michigan is an idyllic time. We have beautiful summers and wonderful places to visit. It provides a special opportunity for families to enjoy one another's company.

Time away from the regular school routine means a student's skills sometimes deteriorate. Away from the rigor of the classroom, a student requires different challenges to stay sharp. New adventures keep a student's intellect keen, and so does reading.

Summer reading should never be onerous, and it isn't our intention to make it so. If we structure regular reading time into a child's day they will come to expect it and, we hope, enjoy it. Reading right after lunch, or before dinner, or at a specific hour of the day, will help a young man fulfill the requirement and develop a life-long habit.

We expect the boys to read many books over the summer and to be prepared to write about or discuss them when they return in August. Our faculty has provided supplementary work in other subjects. Although this work is suggested, it is not required.

Best of luck,

The Kensington Hall Faculty

During the summer you might want to ...

...take your children to Detroit's Cultural Center. Within a few blocks you have the Detroit Institute of Arts, The Museum of African-American History, the Detroit Science Center, the Detroit Historical Museum, the Detroit Children's Museum, the Scarab Club and the main branch of the Detroit Public Library. While in the neighborhood you can visit St. Paul's Cathedral (Episcopalian) and have a nice lunch at Union Street, or at the Majestic Café which is attached to the Majestic Theatre (the site of Harry Houdini's last performance.)

...take your children to Belle Isle and watch the freighters go by. On the island you can stop at the Dossin Maritime Museum (there is a great exhibit there currently...), or the Belle Isle Conservatory. Stop at Pewabic Pottery while you are in the neighborhood and drive through Indian Village.

...go to Detroit's River Walk- a three-mile walkway along the Detroit River. You can see a map of the world outside of the Renaissance Center's Winter Garden; see the statues that commemorate the Underground Railroad.

...travel to Mexicantown for a great meal.

...get up early on a Saturday morning and go to a farmer's market at Detroit's Eastern Market, or in Royal Oak, or Pontiac.

...take advantage of the largest theatre district outside of New York---including the Fisher Theatre, The Fox, The Gem, The Music Hall and others.

...do a tour of Detroit's great architecture like the Fisher Building, The Guardian Building, the Penobscot, and the Masonic Temple (the largest Masonic Temple in the world.)

...the Detroit Zoo in Royal Oak is a great place to visit.

...head to Dearborn and tour the Arab-American Museum.

...visit Detroit's Motown Museum.

...go to The Henry Ford at Greenfield Village, the Rouge Plant Tour, or the Holocaust Memorial (for older students).

... a little farther afield there are science museums in Ann Arbor (The Ann Arbor Hands-On Museum) and Toledo (COSI). Ann Arbor boasts the Arboretum and Toledo also has a fine art museum.

...Frankenmuth.

...stay at home and play "Rice Bowl" on the computer. The program builds vocabulary while players earn rice for developing countries.

Summer Reading List
Suggested Titles

Required reading: *Outliers*, by Malcolm Gladwell. No book report necessary-- just sit back and enjoy the book. Use an index card as a book mark and write the names of the characters on it.

- A Perfect Storm, Sebastian Junger
- A Single Shard, Linda Sue Park
- Angel Wings (biography)
- Artemis Fowl series, Eoin Colfer
- Bean, Kevin Brooks
- Behind Enemy Lines
- Black Duck, Janet Taylor Isle
- Bud, Not Buddy, Christopher Paul Curtis
- Dave at Night, Gail Carson Levine
- Far North, Will Hobbs
- Honus & Me: A Baseball Card Adventure, Dan Gutman
- House of the Scorpion, Nancy Farmer
- Into Thin Air, Jon Krakauer
- Iron Thunder, Avi
- Jumper, Steven Gould
- King Arthur, Sir Thomas Mallory
- Lockdown, Alexander Gordon Smith
- Lois Lowry books, The Giver
- Maximum Ride Series, James Patterson
- Michael Grant series, (Gone)
- Muhammed Ali, Walter Dean Meyers
- My Side of the Mountain, Jean Craighead George
- Next Man Up, John Feinstein
- Onion John, Joseph Krungold
- Pendreagon series, D.J. MacHale
- Phineas Gage, A gruesome but True Story; John Fleischman
- Robinson Crusoe, Daniel Defoe
- Rick Riordan books
- The Anthony Horowitz Collection
- The Gary Paulsen Collection
- The J.K. Rowling Collection
- J.R.R Tolkien, The Hobbit, Lord of the Rings
- The Jack London Collection
- The Jerry Spinelli Collection
- The Lion, The Witch, and the Wardrobe, C.S. Lewis

- The Outsiders, Rumble Fish, S.E. Hinton
- The Swiss Family Robinson, Johann David Wyss
- The Thief Lord, Cornelia Funke
- The Voyages of Dr. Dolittle, Hugh Lofting
- Three Cups of Tea, Greg Mortenson
- Treasure Island; Kidnapped, Robert Louis Stevenson
- Vampire Plagues, Sebastian Brooke
- Walter Dean Myers collection
- Where the Red Fern Grows, Wilson Rawls

June

Dear Parent and Eighth Grade Son,

Welcome to eighth grade mathematics. The eighth grade math course is a traditional first year algebra course, and we use a textbook that several area high schools use for Algebra 1.

The class will hear me say many times next year that mathematics is a skill, and the only way to get better at mathematics is to practice. If a person wants to get better at golf, they practice. They go to a driving range and work on their woods, their irons, and their putting. Homework is nothing more than practice.

There is no traditional packet this summer. In an effort to reduce expenses and let students target the skills they need to practice, I've identified several web sites that students can visit to "practice" math.

Our first chapter in algebra covers prerequisite algebra skills students learned in seventh grade. Hopefully, we can spend only two or three days on Chapter 1 as a quick review. In order to do this, I need students to practice that part of their algebra game that needs strengthening. I'm sure the amount of practice and the areas of practice will differ for each student. I would like the students to use personal initiative to work on the things they need to work on.

Our first chapter includes these topics - - -

- Writing algebraic expressions with variables (i.e. two more than twice a number plus seven)
- Order of operations
- Finding absolute value
- Adding, subtracting, multiplying, and dividing rational numbers: fractions, decimals, and whole numbers in both positive and negative forms.
- The Distributive Property for addition and for multiplication
- Properties of real numbers
 - Commutative Property of Addition and of Multiplication
 - Associative Property of Addition and of Multiplication
 - Identity Property of Addition and of Multiplication
 - Inverse Property of Addition and of Multiplication
 - Multiplication Property of Zero
 - Multiplication Property of -1

Perhaps the best website for practice is: **<http://www.kutasoftware.com/free.html>**

It has practice problems (and answer keys) on a variety of algebra topics. And while it's marketed to teachers, students and parents can use it also.

For starters, go to the “**Infinite Pre-Algebra**” area and click on “**Free Worksheets.**” Under the “**Arithmetic**” and “**Algebraic Expression**” sections you will find practice problems for the topics in our first chapter.

For more challenging practice, go to the “**Infinite Algebra**” area on the home page and click on “**Free Worksheets.**” Under the “**Basics**” section, you will find practices for our first chapter topics.

As a little incentive, I will award up to 10 extra credit points on the first algebra test depending on the amount of practice a student does.

I’ve listed below additional sites you can access this summer and during the school year.

Instruction

<http://www.aaamath.com/> (How to instructions)

<http://www.purplemath.com/> (How to instructions)

The Basics

<http://www.kidsnumbers.com>

Make Your Own Worksheets

<http://www.edhelper.com/math.htm?qclid=CJnC2YKq1JMCFQOaFQod5HiGkw>

Practice Problems

<http://www.coolmath.com/> (One-by-one practice problems)

<http://www.aplusmath.com/> (Flashcards)

<http://www.internet4classrooms.com/> (a little bit of everything)

And, if all else fails, there’s a You Tube (**youtube.com**) video of the topic. Yes, You Tube covers math! Who knew?!?!?!?

Take care, stay safe, have fun this summer, and see you in August.

Mr. Kuhn

June

Dear Parent and Eighth Grade Son,

Our study of science next school year will concentrate on Newtonian physics with emphasis on Newton's Laws of Motions, energy, and forces in various physical environments.

One area that students can easily explore during the summer (and prepare for their project where they build a "Nifty Lifting Machine") is the area of simple machines.

The objective here is to become familiar with the six simple machines.

Students are to "write" a short (three to four page) report on the six simple machines. Your report may be in a traditional written form; or you can do it poster board, make a power point presentation, or construct your own "virtual museum". (See ideas below.)

You need to include in your report the following things:

1. Identify the six simple machines and if a machine is divided into "classes" identify those also.
2. Include pictures or photographs of the six simple machines.
3. Define mechanical advantage and identify the ideal mechanical advantage of each machine.

Notes:

- You may use the internet or text materials to identify the six simple machines. There are "virtual museums" that will identify them.
- You can download pictures from the internet (Google images) and/or take pictures of simple machines. You will be surprised how many simple machines are found around your home and you use every day.

Students may receive up to 10 extra credit points on their first science test for completing this report.

Take care,

Mr. Kuhn

World Language 7 and 8 Summer Work:

Students need to focus on English grammar this summer. We have found a website which does a great job reviewing English grammar.

- 1) Go to www.englishlanguageguide.com/english/grammar/
- 2) Notice that there are a lot of links which will send you to other sites concerning grammar. Notice too that they are in alphabetical order.
- 3) Concerning Nouns, I want you to read the links entitled *Noun, Subject, Direct Object, Gender, and Number*.
- 4) Concerning Verbs, I want you to read the links entitled *Verbs, Number, and Infinitives*.
- 5) Concerning Adjectives, I want you to read the link *Adjective, Number, and Gender*.
- 6) There will be an English grammar quiz upon your return to KH in the fall. Know the information in the above links, and you will not only do well on the quiz, but you will be well on your way to having another successful year in World Language.

PHOTOCUBISM

KH Summer Art Project

Inspired by the Photo-collages of David Hockney

Intrigued by how Cubist painters incorporated multiple viewpoints of a single subject, British artist David Hockney applied it to the medium of photography. You will be creating a photo-collage, black/white or colored, based on Hockney's style.

Please become familiar with the work of this artist at: <http://www.hockneypictures.com/home.php>. When on the site, select *works*, explore his *photo* section, and view his *Photographic Collages* or *Composite Polaroids* to give you two styles of photo-collages.

Summer break is a good opportunity to look at your surroundings, local fairs, your vacation destination, your backyard, neighborhood parks, your church, your city, etc. Find a subject matter that you like. Landscapes, buildings, and still life objects may be easier than people.

Supplies needed:

Camera

Photo paper (matte)

36+ photographs (*the size of your final piece will determine how many pictures will be needed*)

Poster board or heavy card stock (*large enough to fit your composition on*)

Rubber cement, UHU Glue stick or spray mount adhesive (*do not glue photos with Elmer's or any other liquid glue*)

Note:

1. Please **do not** use a panoramic camera. This will defeat the cubist style of this collage.
2. You can easily get your prints from a photo kiosk at a local drug store, or retail outlet like Kmart etc. if you don't have access to a printer.

Project:

1. Compose a photo-collage with a strong center of interest. Since you may be taking pictures of a very wide area, you should **keep your center of interest very close**.
2. Small digital cameras are easier than a 35mm SLR (digital or film). If you're using a semi-automatic or manual camera remember to use your meter to get the correct exposure on every shot. You must also make sure your camera is correctly focused for each shot.
3. **DON'T MOVE YOUR FEET UNTIL YOU ARE FINISHED TAKING ALL YOUR PICTURES.** Remember; never move from the spot you began taking pictures from, until you're done. You may tilt the camera up and down during the shoot, but never change your shooting position.
4. Practice shooting first. The idea behind Hockney's approach is to photograph a large scene by breaking it up into many smaller ones. You must think of your scene as having an invisible grid with overlapping squares placed upon it. Begin shooting with only your waist turned three-quarters to the left. Continue to shoot your first horizontal row of photos, **remembering to always overlap the photo you just took with the previous one**, until you reach a position where your waist is turned three-quarters to the right.
5. Begin to shoot the second row of horizontal photos as you did previously, **but you must also overlap the top of this row with the bottom of the last row**.

6. Continue to shoot the entire scene **always overlapping both vertically and horizontally** until you complete the scene.
7. Process your film or download your photos. Print 3" x 5" or 4" x 6" matte finish. If you have an idea to expand the collage, you can print an extra set. If you print them at home, make sure you use matte photo paper. *Note: 4" x 6" prints will make a larger collage than 3" x 5" prints.*

Assembling Collage:

1. Lay out the photographs in a composition that is pleasing to you and the viewer. Make sure the photographs are in the proper sequence; from top to bottom & left to right. Be sure to overlap each photograph, unless using Polaroids in the manner of Hockney's Polaroid Composites. *Note: This will not be a perfect panoramic photo-collage. Do not attempt to get the photos perfectly aligned. It should look slightly askew because each photograph will be a cube of some part of the overall scene.*
2. Cut the poster board to fit the size of your composition allowing for a border around the photo-collage; no smaller than 2 inches and no larger than 5 inches.
3. Begin to glue photographs. Remember to overlap them except for the perimeter photographs that are making the edge of the collage.

Collage due: First day of school

Please email me if you have any questions: svolk@ashmi.org

This project will be your first grade, based on the following rubric:

Cubist Photo- Collage Self-Evaluation

Complete one row with the points you believe you've earned; second row is for teacher. Turn in with your collage.

Name: _____ Grade: _____ Date: _____

1. Creativity/Originality of the collage:

- unique perspective on your subject/scenery – 15 pts.
- range of difficulty challenged the student – 15 _____ 30

2. Composition demonstrated by:

- enough photographs were taken to make an interesting composition - 10
- space is filled in a visually pleasing way - 10
- balance, repetition of photographs - 10 _____ 30

3. Skill/Craftsmanship demonstrated by:

- Photographs were properly taken: focused, consistent lighting, overlapped –10
- Photographs were properly developed and/or printed. – 10
- Proper use of glue; no glue stains; no tears , wrinkles, fingerprints or buckles on the photographs and poster board – 10pts. _____ 30

4. **Time & Effort** was used wisely every day. _____ 10

Total _____ /100

GRAMMAR

8 Parts of Speech

Name _____

If someone asked you what you were wearing, your answer would probably include naming words called *nouns*; for example, *shirt, sweater, or shoes*. You can see or touch the items that these nouns stand for. You also use nouns to name things you cannot see or touch: *fashion, interest, style*.

A *noun* is a word that names a person, place, thing, or idea.

Examples: Scott, girl

state, Miami

desk, computer

anger, honesty

Practice: Circle the nouns in the following sentences.

1. Clara Barton was born in Massachusetts.
2. She was educated in a rural school and grew up with a love of books.

3. She began her career as a teacher.
4. During the Civil War, however, she distributed medicine and other supplies.
5. Later she helped find soldiers who were missing in action.

A proper noun names a particular person, place, or thing and begins with a capital letter.

Examples: Aunt Sue, Mrs. Allen

Columbus, Asia

Mount Rushmore, *The Hunger Games*

A common noun does not name a particular person, place, or thing and does not begin with a capital letter.

Examples: aunt, teacher

school, church

health, joy

Practice: Circle the common nouns. Underline the proper nouns.

1. Many people think that Daniel Boone founded Kentucky.
2. This famous pioneer entered the territory through the Cumberland Gap.
3. He built a fort called Fort Boonesborough.
4. James Harrod started the first permanent settlement, however.
5. After the Revolutionary War, new settlers flowed in.

Pronouns

Read the following sentences:

When Bob came to the bus stop, Bob was wearing a cast. Bob had broken Bob's foot. Bob's friend, Cindy decided to help Bob carry Bob's books. Bob thanked Cindy for Cindy's help.

In these sentences words like *she*, *he*, *her*, and *his* should replace some of the nouns. These words are called *pronouns*.

When Bob came to the bus stop, **he** was wearing a cast. **He** had broken **his** foot. Bob's friend Cindy decided to help **him** carry **his** books. Bob thanked **her** for **her** help.

A pronoun is a word used in place

of one or more than one noun. It may stand for a person, place, thing, or idea.

Examples: Judy is late. Where is she?

This stable is large. It has stalls for thirty horses.

Several swings are broken. They should be replaced.

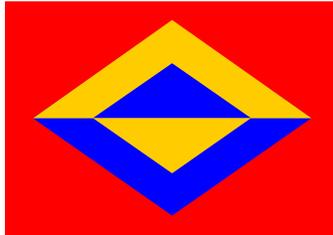
Americans love freedom. It is very precious.

The noun that a pronoun stands for is called the *antecedent*.

Example: Anthony, call your mother.

(The pronoun *your* stands for the noun *Anthony*. *Anthony* is the antecedent of *your*.)

There are several kinds of pronouns. One kind is a *personal pronoun*. Here is a complete list of the personal pronouns. You should study it carefully.



PERSONAL PRONOUNS

I	me	my	mine
you	your	yours	they
them	their	theirs	he
him	his	it	its
she	her	hers	
we	us	our	ours

Some personal pronouns can be combined with -self or -selves:

Examples: Janet helped herself.

Infants cannot take care of themselves.

Practice: Circle all of the pronouns.

1. He washed the mats and put them in the sun to dry.

2. We helped ourselves to fruit and ice-cold milk.

3. I asked myself how I could have been so careless.

4. You gave us support when we needed it.

5. I found the weak battery and replaced it.



The personal pronouns listed below are called *possessive pronouns*. These pronouns are used to show ownership.

Possessive Pronouns

my, mine

his, its

their, theirs

your, yours

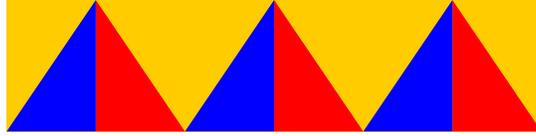
her, hers

our, ours

Practice: Circle the personal pronouns in the following sentences. Do not forget the possessive pronouns.

1. The dog is losing its hair.
2. This jacket is mine; that one must be yours.
3. We put up shelves in the bedroom.
4. The red locker is next to hers.
5. Are you riding yours or mine?

NOTES



Adjective

Read the following sentences.

Which one gives you more precise information?

Examples: The smell of apples filled the air.

The spicy smell of warm apples filled the air.

The second sentence has two added words that help create a clear picture. The words *spicy* and *warm* describe the nouns *smell* and *apples*. Words that describe, or modify, nouns or pronouns are called *adjectives*. Adjectives make your writing clearer and more interesting.

An *adjective* is a word that modifies a noun or a pronoun.

You use the adjectives *a*, *an*, and *the* almost every time you write a sentence. These words are called *articles*. Often, you do not have to identify the articles as adjectives.

Practice: Circle the adjectives in the following sentences. You do not have to circle the articles.

1. A bright moon rode down the western sky.
2. It shed a pale light on the quiet countryside.
3. Long meadows spread out to two hills in the distance.
4. The smell of the wild grass was strong.
5. The only sound was the sharp crackle of the fire.

NOTES



You recall that a proper noun names a particular person, place, or thing. A *proper adjective* is formed from a proper noun.

PROPER NOUNS AND PROPER ADJECTIVES

Examples: **Canada**
Canadian police

Japan
Japanese islands

Australia
Australian sheep

Practice: Circle all adjectives.

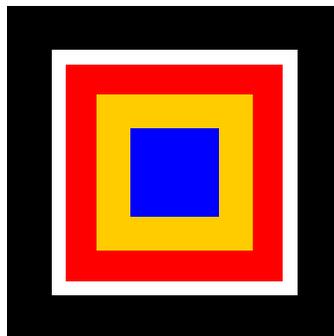
1. Music can express sad or happy feelings.
2. The quartet sang several Irish

songs.

3. The gold watch was made by a Swiss watchmaker.

4. She is a fine Spanish dancer.

5. Many Australian people are of British origin.



Verbs

Every sentence has a verb. The verb says something about the subject. Notice the verbs in these sentences.

Examples: We lived in Boston for three years.

They took their dog to the vet.

Is a firefly a beetle?

A verb is a word that expresses action or otherwise helps make a statement.

An action verb is a verb that expresses physical or mental action.

Examples: I used a computer in class today.

Jenny baby-sat for her neighbor.

Tom understands the science assignment.

I jogged a mile today.

Practice: Circle the verbs in the following sentences.

1. They make unusual pottery.
2. They need two kinds of clay for this pottery.
3. One kind forms the vessel.
4. The other colors it.
5. The potters mold the clay by hand.



A *linking verb* is a verb that does not show action. It connects the subject with a word in the predicate.

Not all verbs express mental or physical action. Verbs that make a statement in this way are called *linking verbs*. The most common linking verb is *be*. The following list includes some forms of the linking verb *be*.

am **has been**

may be

is **have been**

can be

are **had been**

should be

was **will be**

would have been

were **shall be**

Besides *be*, the verbs in the following list are often used as linking verbs:

appear

grow

seem

stay

become

look

smell

taste

feel

remain

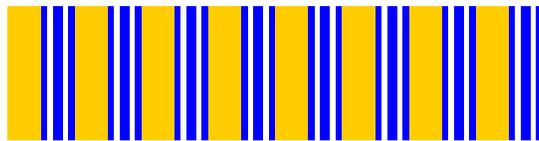
wound

Practice: Circle all the linking verbs in the following sentences.

1. Track is my favorite sport.
2. Athletes are ready for different events.
3. A fast start is important in a sprint.
4. The long-distance race looks hard.
5. A hurdler must be fast and skillful.

Practice: Circle all action verbs. Underline all linking verbs.

1. Only a boy could be a knight.
2. At age seven he left his home.
3. At first he was a page.
4. Ladies taught him good manners.
5. At age fourteen the page became a squire.



A helping verb helps the main verb to express action or make a statement.

Here is a list of commonly used helping verbs:

am does

is did

are may

was might

were must

be can

been could

has shall

have should

had will

do would

Adverb

You have learned that an adjective modifies a noun or a pronoun. A modifier makes a word more exact. An *adverb* is also a modifier. It modifies a verb, an adjective, or another adverb.

An *adverb* is a word that modifies a verb, an adjective, or another adverb.

Example: Reporters quickly gather the news. (The adverb *quickly* modifies the verb *gather*.)

Adjectives answer certain questions: for example, *What kind?* or *Which one?*

Adverbs also answer certain questions: *Where? When? How? How often?* and *To what extent?*

Examples: **My dog ran away.** (The adverb *away* tells *where*.)

I will call you later.
(The adverb *later* tells *when*.)

I softly shut my door.
(The adverb *softly* tells *how*.)

She always reads horse books. (The adverb *always* tells *how often*.)

He was too tired to watch TV. (The adverb *too* tells *to what extent*.)

Practice: Circle the adverbs in the following sentences. Then, underline the word each adverb modifies.

1. Pegasus flew easily into the sky.
2. He never grew weary.
3. Athena, the goddess of wisdom, quietly advised him how to catch the horse.
4. She quickly gave him a magic golden bridle.
5. I seldom finish my homework in class.



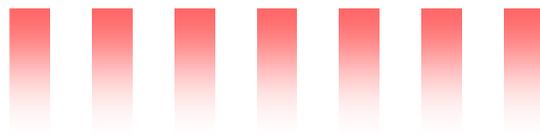
Preposition

The preposition is an important word. It is used to show the relationship between words in the sentence. In the following sentences, the prepositions are in bold-faced type.

Examples: I hit the ball **over** the net.

I hit the ball **into** the net.

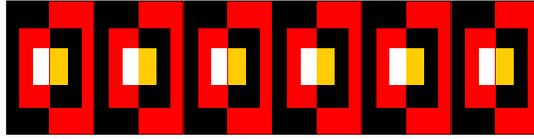
A preposition is a word that shows the relationship between a noun or a pronoun and some other word in the sentence.



The following words are often used as prepositions:

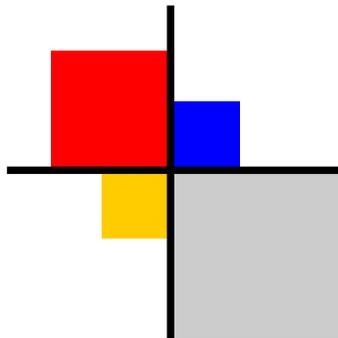
aboard	at	down	off
about	on	before	during
above	over	behind	except
across	below	past	for
after	from	beneath	since
against	in	through	beside
along	into	throughout	to
between	among	beyond	like
around	by	of	toward

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Practice: Circle the prepositions in the following sentences.

1. We planted a sapling behind the garage.
2. I bought a pattern for a sari.
3. They live near the airport.
4. My brother wants a guitar for his birthday.
5. The pictures won't be developed until Friday or Saturday.



A preposition is always used with a noun or a pronoun. This noun or pronoun is called the *object* of the preposition. The preposition, its object, and other words make up a prepositional phrase.

Practice: Place the prepositional phrase in parentheses. Underline the preposition. Circle the object.

1. I received a letter from my aunt and uncle.
2. The Arctic Falcon is the largest of all falcons.
3. Do you have the answer to the third question?
4. There are many uses for peanuts.
5. You might need a calculator for that problem.

Conjunction

When you want to join parts of sentences or whole sentences, you use the part of speech called a *conjunction*.

A conjunction is a word that joins words or groups of words.

Examples: Mother and I are Yankees fans. (The conjunction joins two subjects.)

The car swerved and ran off the road. (The conjunction joins two verbs.)

We drove through New York and Pennsylvania. (The conjunction joins the two objects of the preposition *through*.)

Two other conjunctions that are often used to join parts of a sentence are *but* and *or*.

Examples: We tried **but** failed.

Sue **or** I will make the salad.

The conjunctions *and*, *but*, and *or* can join whole sentences.

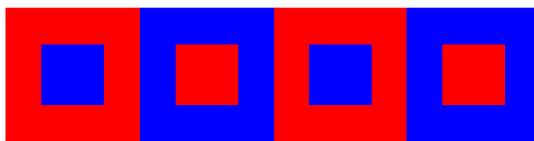
Examples: The wind blew, **and** the windows rattled.

You should leave now, **or** you will miss the bus.



Practice: Circle the conjunctions.

1. Julio and Roger made the soccer team.
2. Jill was deaf, but she could read lips.
3. I have enough money for popcorn or juice.
4. You rake the leaves, and I will sweep the path.
5. Did Billy finish his report, or is he still working on it?



INTERJECTION

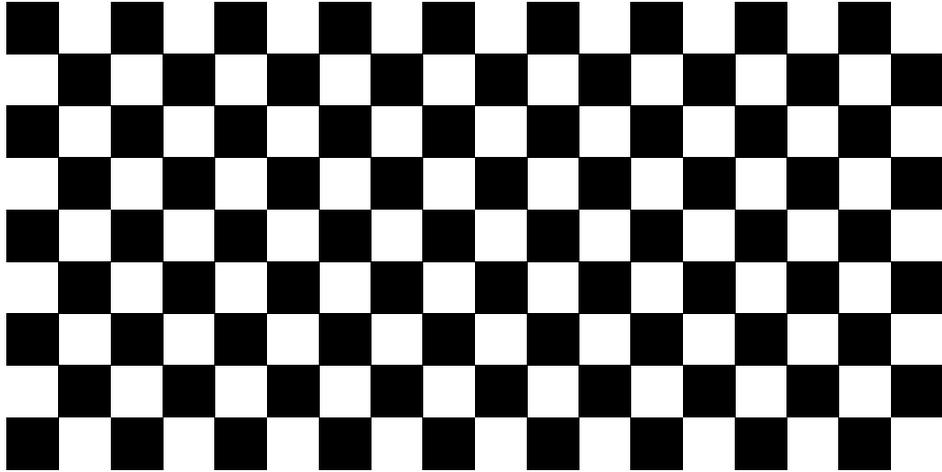
One part of speech expresses strong feeling. It is called an *interjection*. An interjection is usually followed by an exclamation point.

An interjection is a word that expresses strong feeling.

Examples: Aha! I knew you were hiding there.

Oops! I punched in the wrong numbers.

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