

## 2020-2021 Entering Grade 8 Summer Assignments

Below you will find all the details for your summer assignments for each class. Unless otherwise stated, everything is due on the first day of school, Tuesday, September 1, 2020.

### French/Social Studies: 3 Tasks

1. Read *Le Horla* or *La Venus d'Ille* (choose one). You will write a postcard to a friend of your choice to encourage them or not to read the short novel. On one side of the postcard, you will write your favorite quotes from the short novel or you will draw your favorite scene. On the other side of the postcard, you will write the postcard to your friend, present the novel (title, author, date), write a summary of the story and your opinion about the book (what did you like and what did you not like and why). Your homework has to be in French.

Click [here](#) to read *Le Horla*. Click [here](#) to read *La Venus d'Ille*.

2. Choose a book to listen at least 15 minutes per day and post your review in French on flipgrid to recommend it or not to your peers. You can choose any books you want.

Click [here](#) to choose a book to listen. Click [here](#) to go on flipgrid.

3. Choose an article or video from [GEOAdo](#) or [1jour1actu](#). Answer the 5 wh- question to present it on a google doc or on a google slide: What? When? Where? Who? How? Why?

### English:

The first semester we will be studying the individual within the global community. So, students should choose TWO books to read from the list. The written assignment is below and will be due within the first two weeks of school and will count as part of the first semester grade. *Note: all books listed are Young Adult Books, but some do contain intense topics/scenes and should be chosen at the parent/guardian's discretion.*

**Obtaining the books:** Students will NOT have to have a copy with them at school so borrowing the book from the library is a good option. If the library doesn't have it for some reason, you can request that they order it at the front desk.

- [Night](#) by Elie Wiesel (Mature Content: Common Sense Media rates it age 13+)
- [The Book Thief](#) by Markus Zusak
- [Girl in the Blue Coat](#) by Monica Hesse (RI Teen Book Award Nominee 2019)
- [The Diary of a Young Girl](#) by Anne Frank
- [The Boy in the Striped Pajamas](#) by John Boyne
- [Finding Miracles](#) by Julia Alvarez

- [\*My Year in the Middle\*](#) by Lila Quintero Weaver
- [\*Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped for the Beginning\*](#) by Jason Reynolds and Ibram X. Kendi (Nonfiction)
- [\*Long way down\*](#) by Jason Reynolds (This book has mature content, but is rated age 12+ by Common Sense Media. If unsure about this book, this author has lots of other great books that are for a slightly younger audience too. )
- [\*Unbroken \(the Young Adult Adaptation\): An Olympian's Journey from Airman to Castaway to Captive\*](#) by Laura Hillenbrand (Mature Content: rated age 12+ by Common Sense Media)
- [\*Nowhere Boy\*](#) by Katherine Marsh
- [\*Count Me In\*](#) by Varsha Bajaj
- [\*Cross over\*](#) by Kwame Alexander

**Written Assignment:**

**Choose two questions to answer about each book.** You will answer two questions for the first book that you read, and then you will answer two questions for the second book that you read. Choose different questions for each book read. You can answer them on a google doc or google slides. **Each answer should be at least three sentences long** and include a specific reference to the book.

1. What is the main character like? Choose an adjective that describes the main character. Then cite evidence from the text that supports the adjective that you chose.
2. What is the most important sentence/paragraph/passage in the book? Explain why you chose it.
3. If your book took place in a different setting, how would it change the book? Use evidence from the text to prove your point.
4. Is the main character a person to admire? Use evidence from the text to prove your point.
5. How does the main character change from the beginning to the end of the novel? Explain how the events in the book change the character.
6. Make a list of characters in the book, and then create a cast of celebrities who you would choose to play each character if the book was made into a movie. Why would you choose those celebrities? Explain.
7. Choose one of the characters/people (for nonfiction) and describe his/her strengths and weaknesses. What words and phrases does the author use to highlight the character's strengths and weaknesses?
8. How does the main character treat other characters? Use evidence from the text to prove your point.
9. Choose a food that could represent this book, and explain why you chose that food.
10. Explain how this book has helped you. In what ways has it helped you?
11. Choose a character in the book, and explain what you would choose as an appropriate birthday present for that character. Explain why that would be an appropriate gift for the character.
12. Compare two of the characters/people (for nonfiction) in the text. Refer to evidence from the text when you explain your comparison.
13. Give 3 reasons why this book should be taught to the whole class.
14. What is the theme of the book? A theme is the underlying message or "big idea." What evidence in the text leads you to select this as the theme?
15. If you read a non-fiction text, why do you think the author decided to write about this topic? What kinds of research did the author have to do to write the story?
16. If you read a non-fiction text, what do you now know that you did not know before?

## Spanish:

*The summer assignment will also be posted in the student's google classroom.*

1) You have met a new friend who speaks Spanish. They want to know all about you!

Describe yourself to them in Spanish. Write in complete sentences and tell them your name, age, address, and phone number. Next, describe your personality (give at least 3 character traits). Next, describe your appearance and your likes and dislikes. Lastly, describe what pets and foods you like and don't like.

2) Go to our Spanish magazine online, 'Que Tal'. Choose any full length article from any month.

Find an article you are interested in. A) Read the article in Spanish to yourself B) Make up 3 questions about the article and write them down. You also need to write the answers to the questions you made in complete sentences. You will be handing the questions and the answers into me, so please try your best to write neatly.

***\*You must hand-write or type and print the assignments and hand them into me. I will not accept them online. Turn in both assignments the first day of class. This will be your first grade for the year.***

## Math: One Ongoing Task

***The purpose of summer work is to prevent loss of learning.*** This is why it is suggested that you complete your assignments a little at a time throughout the summer rather than waiting until the week before school starts.

For Math this summer, please use your IXL account to practice any skills you'd like within the 7th and 8th grade sections. It can be topics we learned this year that you'd like to refresh or new topics you'd like to learn. You should spend at least 30 minutes per week on IXL. (It is ok to put one week's practice off to a later week because you're on a vacation...but this can only happen for two of the weeks.)

There's no need to track your practice on paper (unless you want to) because IXL will show me exactly when and how long you practiced! At the beginning of next school year, I will access the records in IXL and check that you practiced each week for 30 minutes.



If you have questions about this assignment, please email me at :[spaquette@fasri.org](mailto:spaquette@fasri.org). I will check my email periodically throughout the summer.

## Science: One Engineering Project

This spring in our Chemical Interactions unit we learned about many properties of matter, including energy transfer. We did not have time in our distance learning classes to complete this engineering project, so I am extending our learning into the summer. **Here is your task:**

### Problem:

**Create an insulating device that most effectively reduces the transfer of energy between the surrounding atmosphere and the liquid within the container. (Liquid may be hot or cold.)**

This is an extended project that will take you more than just one day to think about, create, analyze, and report about. You will need to take your time and plan your ideas over several work sessions. You MAY work with a partner from class (or from home...sibling, cousin, parent)

You will need to look at the criteria and constraints of the task, along with a lot of **other related resources** for this project on your **Science Google Classroom Stream**.