Incoming Seventh Grade Summer Packet

Please complete the following packet. It is due the first Friday after school starts for a minor test grade in ELA and math for the first quarter. Please remember that your child will be in honors classes this year and will continue working through an advanced curriculum. The academic expectations are rigorous in order to prepare your child for Algebra I and English I in 8th grade, and the summer work is intended to ensure that your child practices and retains key skills.

English language arts:

June:

- Read "Seventh Grade" by Gary Soto
- Complete the cold read task including the extended response

July:

- Read *A Long Walk to Water* by Linda Sue Park (student will need to purchase this)
- Complete one response note per chapter. The response should be written in complete sentences and reflect your analysis of the text. IT IS NOT A SUMMARY. Refer to the Three Ways of Thinking handout for directions.
- Complete the Summative Assessment Writing Assignment

Math:

Complete the 6 weeks of math practice sheets. (3 weeks in June and 3 weeks in July)

In addition, students at this stage in mathematics development should know all addition, subtraction, multiplication, and division facts. Please purchase or make flash cards for 0s, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, and 12s. These facts should be memorized by the beginning of the school year. During the first week of school, your child will be given a fluency assessment on these facts that will count as a minor test grade for the first quarter.

Please review the handbook policy for submitting late test grade assignments.

"Seventh Grade" by Gary Soto

1. On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective[1], French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor

2. Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

3. They shook hands, *raza*-style, and jerked their heads at one another in a *saludo de vato*[2]. "How come you're making a face?" asked Victor.

4. "I ain't making a face, *ese*[3]. This is my face." Michael said his face had changed during the summer. He had read a GQ magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and *scowl*. They would sit at the pool, their rippled stomachs dark with shadow, and *scowl*. They would sit at dinner tables, cool drinks in their hands, and *scowl*.

5. "I think it works," Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

6. Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia[4], except hot and more boring.

7. "What classes are you taking?" Michael said, scowling.

8. "French. How 'bout you?"

9. "Spanish. I ain't so good at it, even if I'm Mexican."

10. "I'm not either, but I'm better at it than math, that's for sure."

11. A tinny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that's weird. Michael thinks making a face makes him handsome.

12. On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction[5].

13. In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would

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[1] **elective** (n.) - optional course or subject
[2] ***raza*-style. . .*saludo de vato*** - Spanish gestures of greeting between friends
[3] ***ese*** - Spanish word for "man"
[4] **Sibera** - region in northern Asia known for its harsh winters
[5] **conviction** (n.) - belief

be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

14. The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

15. "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet?"

16. "She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

17. Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

18. He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

19. He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

20. As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

21. In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, "What is a noun?"

22. "A person, place, or thing," said the class in unison.

23. "Yes, now somebody give mean example of a person--you, Victor Rodriguez."

24. "Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

25. "Correct," Mr. Lucas said. "Now provide me with a place."

26. Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."

27. After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

28. After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites.

29. Girls walked by and looked at him, "See what I mean, Vic?" Michael scowled. "They love it."

30. "Yeah, I guess so."

31. They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

32. The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

33. He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

34. Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up,

and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

35. They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."[6]

36. "*Bonjour*," braved a few students.

37. "*Bonjour*," Victor whispered. He wondered if Teresa heard him.

38. Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

39. One kid raised his hand and asked, "What's 'populace'?"

40. "The people, the people of France."

41. Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "*Très bien. Parlez-vous français?*"[7]

42. Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

43. "La me vave me con le grandma," he said uncertainly.

44. Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

45. Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, 'Frenchie oh wewe gee in September."

46. Mr. Bueller asked Victor to repeat what he said.

47. "Frenchie oh wewe gee in September," Victor repeated.

48. Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

49. "*Le bateau*," he sang.

50. "*Le bateau*," the students repeated.

51. "*Le bateau est sur l'eau*,"[8] he sang.

52. "*Le bateau est sur l'eau*."

53. Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

54. The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly[9] at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French,"she said. "That was good."

55. Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog--anything! I'll be your best student, and I'll clean your erasers after school.

56. Mr. Bueller shuffled through the papers on his desk, He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She

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[6] **Bonjour** – French for "Hello"; "Good day"

[7] ***Très bien. Parlez-vous français?*** – French for "Very well. Do you speak French?"

[8] ***Le bateau est sur l'eau*** – French for "The boat is on the water."

[9] **Sheepishly** (adv.) – in a shy or embarrassed way

thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

57. Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

58. "Sure, anytime," Victor said.

59. "I won't be bothering you, will I?"

60. "Oh no, I like being bothered."

61. "Bonjour." Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

62. "Yeah, right, bonjour," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

63. He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

64. He was going to like seventh grade.

GARY SOTO
(b. 1952)

Gary Soto has a lot in common with the character Victor Rodriguez. Soto grew up in Fresno and once harvested crops in the fields of California.

Soto began writing while in college. In the fiction and poetry he's written since, he reaches back to the sense of belonging he felt in Fresno. He often writes for young adults, who he knows are also searching for their own community and their own place.

Cold-Read Task

Read "Seventh Grade" by Gary Soto. Then answer the questions.

1. Read this sentence from the passage.

> "He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him."

Part A

What is implied by the word **sheepishly**?

a. Victor is outgoing and confident around Teresa.
b. Victor is excited about French but terrified that he is taking it with Teresa.
c. Victor is intimidated by and scared to approach his teacher.
d. Victor is embarrassed and self-conscious around Teresa.

Part B

Which detail from the passage **best** helps in understanding the meaning of **sheepishly**?

a. "Teresa is going to be my girl this year…"
b. "Great rosebushes of red bloomed on Victor's cheeks."
c. "Victor raised his hand, wanting to impress Teresa."
d. "He walked to the blackboard and pointed to the words on the board with his steel-edged ruler."

2. **Part A**

Which of the following statements **best** describes Victor's interactions with Michael?

a. Victor enjoys Michael's company, but he is much more concerned with winning Teresa's attention.
b. Victor feels that he and Michael have nothing in common anymore.
c. Victor is embarrassed of Michael because of the ugly scowls he makes to impress girls.
d. Victor values Michael's advice about how to win girls' attention.

Part B

Which quotation from the story **best** supports your answer to Part A?

a. "Michael said his face had changed during the summer."
b. "…Victor tried a scowl. He felt foolish until, out of the corner of his eye, he saw a girl looking at him."
c. "They ate slowly, Victor scanning the horizon for a glimpse of Teresa."
d. "Victor didn't say anything, though he felt his friend looked pretty strange."

3. **Part A**

What is the relationship between Victor and his French teacher, Mr. Bueller?

a. Mr. Bueller likes Victor but feels he is unintelligent.
b. Mr. Bueller scares Victor because he asks difficult questions.
c. Mr. Bueller and Victor understand and respect one another.
d. Mr. Bueller dislikes Victor because he knows Victor is only taking French for Teresa.

Part B

Which excerpt from the text **best** supports your answer to Part A?

a. "Victor raised his hand, wanting to impress Teresa."
b. "He smiled and hummed as he sat down. He remembered his college years when he dated a girlfriend in borrowed cars."
c. "Mr. Bueller asked Victor to repeat what he said…Mr. Bueller understood that the boy didn't know French and turned away."
d. "Mr. Bueller, wrinkling his face in curiosity, asked him to speak up."

4. **Part A**

Which of the following **best** states the theme of the story "Seventh Grade"?

a. Embarrassment and shame are natural emotions that everyone experiences at some point.
b. Identity is not something you portray, it is who you are.
c. Never abandon a long term friendship for short-term happiness.
d. Middle school relationships are complicated.

Part B

Which sentence explains how the theme is developed in the passage?

a. The author describes three characters who have attempted to change their identity to attract others.
b. The author portrays multiple characters' experiences with embarrassment and shame.
c. The author develops the friendship between Victor and Michael only to have it destroyed by Teresa's attentions.
d. The author depicts the many different relationships that take place in a school along with their complications.

5. Read this sentence from the passage.

"The rosebuds of shame on his face became bouquets of love."

Part A

Which of the following statements best explains the meaning of this use of figurative language?

a. Victor's blush of embarrassment became increasingly brighter and spread across his cheeks when he realized Mr. Bueller knew he liked Teresa.
b. Victor's blush of embarrassment faded as he turned his thoughts away from French and toward Teresa.
c. Victor's blush of embarrassment transformed itself into a blush of love as Teresa spoke to him about future plans.
d. Victor's blush of embarrassment transformed into a blush of pride as he realized that everyone in the class believed that he knew French.

Part B

How does this excerpt impact the tone of the passage?

a. The comparison of the blush to bouquets creates a serious tone about the extent of Victor's shame.
b. The comparison of the blush to rosebuds and bouquets creates a childish tone, which shows how quickly Victor's feelings change throughout the story.
c. The comparison of the blush to rosebuds creates a sweet, tender tone, which shows the budding young love Victor feels.
d. The comparison of the blush to bouquets creates a gloomy tone about the intensity of Victor's sadness upon realizing that he is not as good at French as he thought he would be.

6. Throughout the story "Seventh Grade" by Gary Soto, Victor learns many things about himself as a result of the interactions he has with other characters. Write a multi-paragraph essay that examines the ways in which both Teresa and Mr. Bueller help Victor become more confident in himself and excited about his seventh grade year. Be sure to include an introduction, effective transitions, textual evidence to support your claims, and a conclusion. Cite evidence from the passage to support your response. Be sure to observe the conventions of standard English.

"Seventh Grade"
by Gary Soto
Extended Response

Week One

Problem	Work & Answer
In a bouquet of 24 roses, sixteen are red and the rest are pink. What is the ratio of pink to red roses?	
Find each quotient a.) $6{,}728 \div 16$ b.) $18{,}931 \div 83$	
How many faces, vertices and edges are on a box? 	
Evaluate each expression if $a = 2$, $b=3$ and $c = 4$. a.) $2a + 4b - c$ b.) $6(a + c) - b$	
Jimmy can run 3.5 miles in 20 minutes. How far can he run in one hour and ten minutes?	

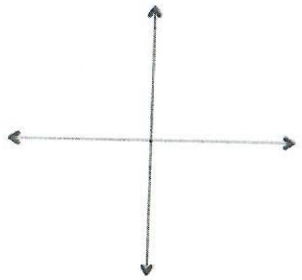
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Week Two

Problem	Work & Answer
A season pass to the local waterpark costs $84. If you go to the park ten times during the season, what is the unit rate of cost per visit?	
Find the LCM of the following: a.) 3 and 8 b.) 9 and 12 c.) 4 and 6	
Find each product: a.) 13.08 x 0.7 b.) 1.14 x 0.86	
On Thursday the high temperature was 0°C. If it was three degrees colder on Friday, what was the temperature?	
Right before a snow storm the hardware store sold fifteen shovels in sixty minutes. At that rate the store sold a shovel every _____ minutes.	

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Week Three

Problem	Work & Answer
Find the GCF of the following: a.) 18 and 24 b.) 12 and 36 c.) 32 and 96	
Phoebe needs to use ¾ cups of sugar to make one batch of cookies. How many batches can she make with 12 cups of sugar?	
Which is colder -3° or -13°? How much colder is that degree?	
Graph the ordered pairs. (-3,-1) (1, -1) (1,5)	
Connect the points in the previous problem. Then find the area of the given figure.	

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RESPONSE NOTES

Objective: Given *The Three Ways of Thinking* strategy, students will strengthen their response habits by commenting on text with literal, inferential and critical responses.

Rationale: Good readers are aware of their own thinking process (metacognition) and apply skills to their reading.

The Three Ways of Thinking

Literal

Inferential

Critical

Literal

Your thought was stated directly in the text, like a fact from the text. (Summary)

Inferential

Your thought was not stated directly, but there is evidence for it in the text; it is hinted at, suggested, or implied.

Critical

Your original thought, opinion, connection or critical question related to the text.

Ask yourself:

- What do you think?
- What do you notice?
- What do you remember?
- What stands out to you?

Remember: 1.) There is no one "right answer"!
2.) Your real thoughts are important!

Response notes are a way of talking back to the text.

HOW TO USE STICKIES: Read your text. Jot down thoughts that answer some of the following questions.

- ❑ What do you think?
- ❑ What do you notice?
- ❑ What do you remember?
- ❑ What stands out to you?

Write your ideas on a response note. One idea per note.

Suggestions for Sticky Notes	Sentence Frames (use as needed)
• Opinions about characters • Something about the character's personality • Questions about characters • Important things from the story • Things you're confused about • Things you wonder about • Connections to your life/things you relate to • Connections to other books or to movies • What you think might happen • What you hope happens • Emotions about the story • Thoughts about the author • Words you don't know • Something you like in the story • Something you don't like	• _____ really stands out to me because _____. • This reminds me of _____ because _____. • One connection I can make is __ because _____. • I am confused about _____ because _____.

More sophisticated responses:

- Apply literary terms to your observations when relevant.
  - For example, use words like *conflict, protagonist,* or *plot development.*
- Pay attention to the language of the text.
  - For example, how does the author create *voice* for the character.

A Long Walk to Water

By Linda Sue Park

Summative Assessment

In the end of the novel, Salva writes,

"To young people, I would like to say: Stay calm when things are hard or not going right with you. You will get through it when you persevere instead of quitting. Quitting leads to much less happiness in life than perseverance and hope."

Task: Write a **four paragraph essay** that effectively answers the following question: *How do Salva and Nya's experiences shape who they become?*

You may wish to consider:

- how each character's environment shaped who he/she became
- the struggles that he/she encountered and how he/she persevered
- the influence of family and friends along their journey

Your essay should include:

- an introduction that includes title, author, thesis, and brief intro of examples
- a body paragraph regarding Salva
- a body paragraph regarding Nya
- an effective conclusion restating the introduction
- at least 2 direct quotes from the novel that support your ideas
- a detailed explanation describing how these quotes support your ideas
- transitions throughout

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A Long Walk to Water
by Linda Sue Park
Essay

Week Four

Problem	Work & Answer
Find the value of the following: a.) 2^4 b.) 4^3 c.) 6^2	

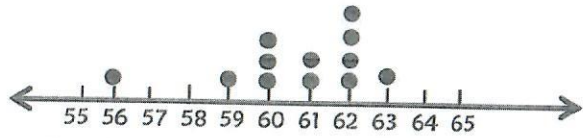
Study the data table which shows the number of laps each student ran during the warm up for gym class, then find the mean number of laps.

Student	Jack	Julie	Ben	Beatrice	Carl
# of laps	4	7	6	5	8

Find the absolute value of each: a.) -8 b.) 8	
Write and solve an inequality that means a number plus four is greater than or equal to twelve.	
A box of twelve granola bars was $3.60. What was the unit cost per bar?	

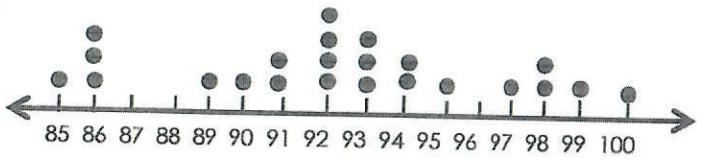
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Week Five

Problem	Work & Answer
Evaluate each expression a.) $16 + 3^2 \times 2$ b.) $2^3 \div 4 + 12$	
Find the prime factorization of each: a.) 16 b.) 72	
Using the data plot in the next space, what is the outlier of the data shown?	 High Temperatures over the last 10 Days (in degrees Fahrenheit)
Solve for each variable. a.) $m - 64 = 7$ b.) $3r + 2 = 35$	
An aquarium's dimensions are $3\frac{1}{4}$ ft x 2ft x $1\frac{3}{4}$ ft. What is the volume of the aquarium?	

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Week Six

Problem	Work & Answer
Circle the letter of the survey question that will yield more results. Explain why you choose that question.	a.) What country does each participant live in? b.) What town or city does each participant live in?
List three solutions for the inequality $x \leq 3$ and give three numbers that are not solutions.	Solutions: _____ Not Solutions: _____
Circle the expression equivalent to $9x + 36$.	a.) $3(x + 9)$ b.) $9(x + 4)$
Find the mean, median and mode of the below test scores: 	
a.) What is the opposite of -7? b.) How many units are -7 and its opposite from zero?	

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