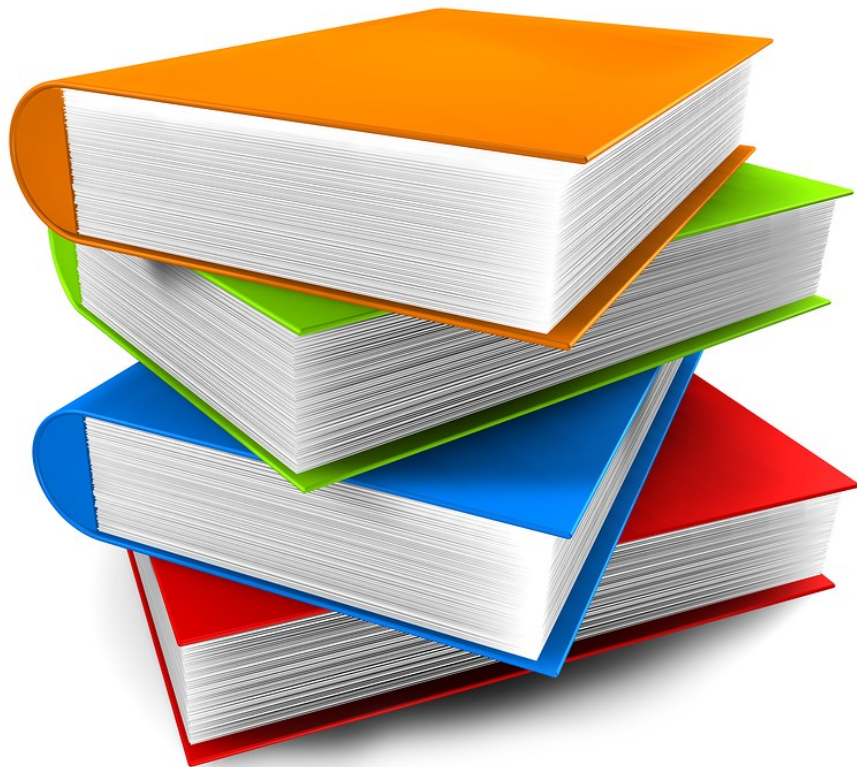


Summer Packet

7th - 8th



name:

The Original
**Summer Bridge
Activities**TM

Seventh to Eighth Grade

SBA was created by
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Dear Parents,

The summer months are a perfect time to reconnect with your young scholar on many levels after a long school year. Your personal involvement is so important to your child's immediate and long-term academic success. No matter how wonderful your child's classroom experience is, your involvement outside the classroom will make it that much better!

Summer Bridge Activities™ is the original summer workbook developed to help parents support their children academically while away from school, and we strive to improve the content, the activities, and the resources to give you the highest quality summer learning materials available. Ten years ago, we introduced **Summer Bridge Activities™** to a small group of teachers and parents after I had successfully used it to help my own child prepare for the new school year. It was a hit then, and it continues to be a hit now! Many other summer workbooks have been introduced since, but **Summer Bridge Activities™** continues to be the one that both teachers and parents ask for most. We take our responsibility as the leader in summer education seriously and are always looking for new ways to make summer learning more fun, more motivating, and more effective to help make your child's transition to the new school year enjoyable and successful!

We are now excited to offer you even more bonus summer learning materials online at www.SummerBridgeActivities.com! This site has great resources for both parents and kids to use on their own and together. An expanded summer reading program where kids can post their own book reviews, writing and reading contests with great prizes, assessment tests, travel packs, and even games are a few of the additional resources that you and your child will have access to with the included **Summer Bridge Activities™** Online Pass Code.

Summer Learning has come a long way over the last 10 years, and we are glad that you have chosen to use **Summer Bridge Activities™** to help your children continue to discover the world around them by using the classroom skills they worked so hard to obtain!

Have a wonderful summer!

Michele Van Leeuwen and the Summer Learning Staff!

Hey Kids!

We bet you had a great school year! Congratulations on all your hard work! We just want to say that we're proud of the great things you did this year, and we're excited to have you spend time with us over the summer. Have fun with your **Summer Bridge Activities™** workbook, and visit us online at www.SummerBridgeActivities.com for more fun, cool, and exciting stuff!

Have a great summer!



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Official Pass Code

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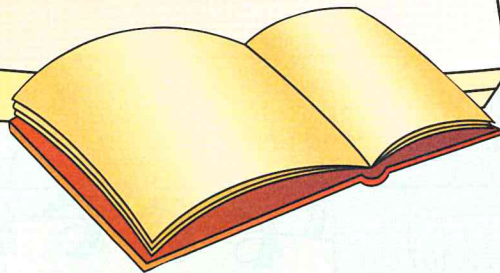
Log on to www.SummerBridgeActivities.com and join!

Sections of SBA

- There are three sections in SBA: the first and second review, the third previews.
- Each section begins with an SBA Motivational Calendar.
- Each day your child will complete activities in reading, writing, math, language, social studies, or science. The activities become progressively more challenging.
- Each page is numbered by day.

Here's what you will find inside
Summer Bridge Activities™

Exercises in **Summer Bridge Activities™** (SBA) are easy to understand and presented in fun and creative ways that motivate students to review familiar skills while being progressively challenged. In addition to basic skills in reading, writing, math, and language arts, **Summer Bridge Activities™** contains activities that challenge and reinforce skills in geography and science!



Here are some groups who say our books are great!



Mr. Fredrickson

★ Daily exercises review and preview skills in reading, writing, math, language arts, social studies, and science. Exercises cover 2 subjects per day and are divided into 3 sections to correlate with traditional summer vacation.

★ Science pages provide hands-on science exercises.

★ A Summer Reading List introduces some of today's popular titles as well as the classics. Kids can rate books they read and log on to www.SummerBridgeActivities.com to post reviews, find more great titles, and participate in national reading and writing contests!

★ Motivational Calendars begin each section to help motivate kids all summer long.

★ Removable Answer Pages ensure that parents know as much as their kids!

★ A Certificate of Completion for parents to sign congratulates summer learners for their work and welcomes them to the grade ahead.

★ A grade-appropriate, official Summer Fun pass code gives kids and parents online access to more bonus games, contests, and resources at www.SummerBridgeActivities.com.

Maximizing The Original **Summer Bridge Activities™**

Let your middle-grade student familiarize himself with the workbook. Have him look through the pages to see what skills and exercises the book contains as well as how the book is formatted.

Agree on a time that your child will complete the daily exercises. Make sure that it is consistent and that it is a set amount of time.

Provide any necessary materials, including a pencil, ruler, dictionary, or other reference books. In addition, be prepared to use the Internet, as some activities may contain material that students need to research online.

Support your young scholar with positive guidance and direction. The activities are not meant to be tests, but rather re-enforcement. Remain positive and supportive as your child dedicates time during the summer.

Encourage your child to complete the exercises on her own or to research the material online before coming to you. However, be there if she needs you.

Encourage summertime reading! Students may get tired of reading textbooks during the school year, so use the summer months to remind them how great reading for pleasure and entertainment is!

Above all, remember to have fun with learning during the summer! You and your young scholar are being proactive with education, and you should enjoy the experience of learning outside of the classroom!

Social Skills ...

Be Honest with Yourself and Other People. Dishonesty may work for a little while, but it will catch up with you and soon be discovered. Your integrity is vital to your self-worth. Value yourself and others will.

Have Pride in Yourself. There is no point in trying to be different from who you really are. Others will find out what you are like anyway. There may be things you want to improve on to become a better person, but be proud of who you are. No one likes a phony.

Stay True to Your Principles. Don't give up what you believe in to make friends. Think about what you believe in, be confident in yourself, and know why you believe this way. You do not have to change just so someone will like you.

Lend a Listening Ear. Listening to others makes them feel good and important. Look them in the eyes. Give them your full attention. By listening, you compliment them, and they will like you for that.

Seek Common Ground. The places you go determine the kind of people you will meet. Get out and mix with others. Introduce yourself. Keep in mind that most people are just as cautious as you are about meeting people. Generally, they will be glad you spoke first.

Dress to Impress. When you go out, others will notice your general appearance before you even have a chance to speak. Take pride in yourself and how you look.

Remember Names & Faces. Follow these three simple steps:

- a. Listen to the name so you can remember it. If you were unable to catch the person's name the first time, ask again—that is a compliment. It shows that you are interested.
- b. In your conversation, call the person by name as soon as possible. This will help you remember.
- c. Picture the person's name spelled out in your mind, with his or her face in the background, or relate the name to something familiar to help you remember.

Talk with Confidence in Your Voice. When you use your voice, be kind, clear, and enthusiastic. Avoid being a loudmouth, and include others in conversation. You will make friends by making others feel part of the activity.

and Self-Worth

Have Personality. Smile—you will win friends. Have a sense of humor—everyone needs to laugh. Friendship is all about having fun!

Lend a Helping Hand. You'll be admired for your kindness. Politeness shows respect for others.

Initiate a Conversation. Talk about famous people, your favorite athletes, or current events.

Keep the Conversation Alive. Find out what the other person's interests are. Ask questions like: "What do you like doing after school?" "Where were you born?" "What is your favorite movie?" These types of questions require more than just "yes" or "no" answers. Listen to the response. Look for things that both of you have a common interest in to keep the conversation alive.

Everybody Has an Opinion. Share your opinions, but respect other people's right to have their own opinions, which may be different than yours.

Don't Burden Others. When trying to develop a friendship, keep your problems to yourself until a later time. Forcing your burdens on someone may scare your new friend away.

Respect Privacy. Talk about common interests, but don't pry into the other person's private life.

Don't Be a Gossiper. When you gossip, you hurt others as well as yourself. People who gossip lose the trust of others and may lose the chance to make new friends.

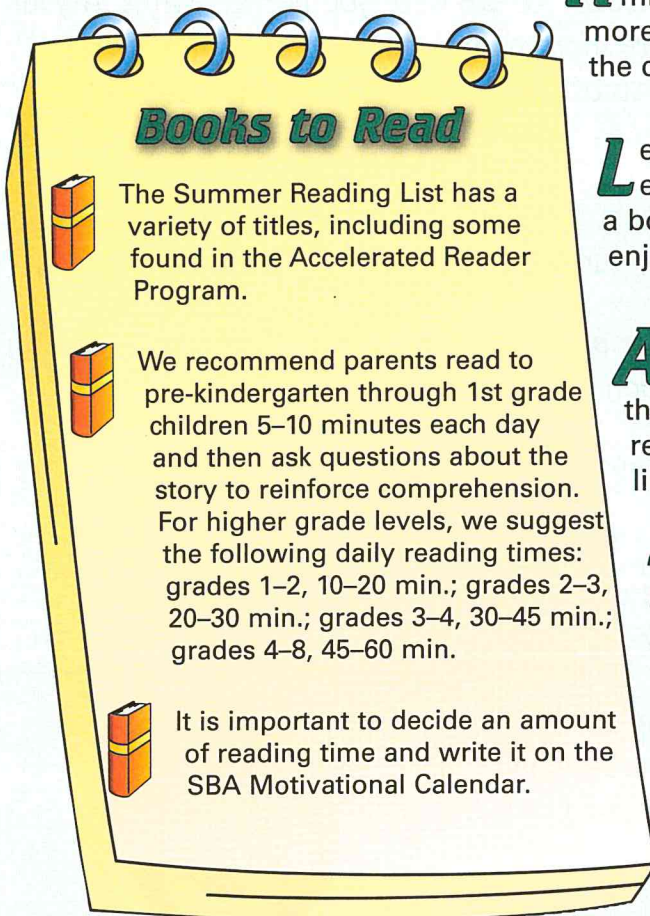
Have Confidence in Yourself. Share your accomplishments, but don't brag or boast (praise yourself or your possessions). Nothing will turn someone away faster than bragging.

Be Positive with Your Friends. Build up your friends by complimenting them on their strengths instead of tearing them down in front of others. Everybody has weaknesses, including you. With a friend's support, weaknesses can become strengths. People like to be around others who make them feel good about themselves and the company they keep.



Summertime = Reading Time!

Your young scholars are now at a place where reading should be an activity that they do on a regular basis. It is important that they know how to explore books, titles, and authors and understand where they can go to find books and other reading materials. As adults we often assume that our children know where to go because of their involvement in school activities and programs; however, we need to support and encourage their love of reading at home as well.



Here are a few ideas on encouraging reading in your middle-grade students this summer and fostering more enthusiasm for the adventure of reading outside the classroom.

Lead by example! Show your kids how much you enjoy reading by doing it yourself. Curl up with a book where your kids can see you reading—and enjoying it!

Ask your children thought-provoking questions about topics that interest them, and encourage them to explore them through books! Have them research titles online and go to the bookstore or library to check out the books they found.

Talk to your children about books that you were interested in when you were their age. You may even find that they have heard of some of the same books!

Form a reading group and take turns choosing books to read. Give yourselves a couple of weeks or even a month to read, and then plan a lunch or dinner where you can discuss the book with each other.

Look for programs offered by your local library. These don't need to have anything to do with reading but can be talks about local artists, film, and even authors themselves. Get your kids interested in topics that they will want to learn more about, and encourage them to find out more on their own through books and literature.

Summer Reading List

Fill in the stars and rate your favorite (and not so favorite) books here and online at www.SummerBridgeActivities.com!

- 1 = I struggled to finish this book.
- 2 = I thought this book was pretty good.
- 3 = I thought this book rocked!
- 4 = I want to read this book again and again!

Adler, David



B. Franklin, Printer

Freedman, Russell



Wright Brothers . . . Airplane, The

Calvert, Patricia



Snowbird, The

Hahn, Mary Downing



Spanish Kidnapping Disaster, The

Choldenko, Gennifer



Al Capone Does My Shirts

Heide, Florence

Banana Twist



Curtis, Christopher Paul



The Watsons Go to Birmingham 1963

Hunt, Irene



Across Five Aprils

DuBois, William



Twenty-One Balloons, The

James, Will



Smoky, the Cow Horse

Fox, Paula



Slave Dancer, The

Keith, Harold



Rifles for Watie

Frankline, Kristine L.

Lone Wolf



Kelly, Eric P.

Trumpeter of Krakow, The



Kendall, Carol



Gammage Cup, The

Ritter, John H.



Choosing Upsides

Lasky, Kathryn



Beyond the Burning Time

Roberts, Willo D.



Baby-Sitting Is a Dangerous Job

Lindbergh, Anne



Travel Far, Pay No Fare

Rottman, S. L.

Rough Waters



Lyons, Mary E.



Letters from a Slave Girl

Slepian, Jan



The Broccoli Tapes

Meigs, Cornelia



Willow Whistle, The

Smith, Roland

Sasquatch



Merrill, Jean



Pushcart War, The

Spinelli, Jerry

Stargirl



Paolini, Christopher

Eragon



Stevermer, Caroline

River Rats



Reeder, Carolyn

Foster's War



Zindel, Paul

Reef of Death



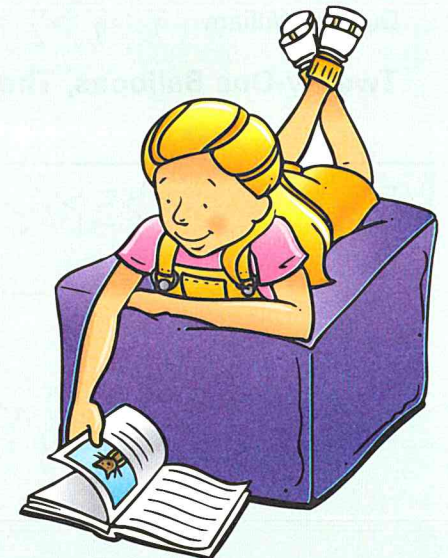
Richter, Conrad

Light in the Forest, The



Join the SBA Kids Summer Reading Club!

Quick! Get Mom or Dad to help you log on and join the SBA Kids Summer Reading Club. You can find more great books, tell your friends about your favorite titles, and even win cool prizes! Log on to www.SummerBridgeActivities.com and sign up today.



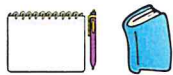
Incentive Contract Calendar

Month _____

My parents and I decided that if I complete 15 days of **Summer Bridge Activities™** 7–8 and read _____ minutes a day, my incentive/reward will be:

Child's Signature _____

Parent's Signature _____



EXAMPLE:



AC

Day 1



Day 2



Day 3



Day 4



Day 5



Day 6



Day 7





Day 8



Day 9



Day 10



Day 11



Day 12



Day 13




Day 14



Day 15



Child: Put a ✓ in the for the daily activities  completed.

Put a ✓ in the for the daily reading  completed.

Parent: Initial the _____ for daily activities and reading your child completes.

My Plans for the Summer!

What I want to do ...

Where I want to go ...

What I want to see ...

People I want to hang out with ...

What I want to learn ...



Add, subtract, multiply, or divide.

1.
$$\begin{array}{r} 234.8 \\ - 27.9 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 45.876 \\ + 9.05 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 43.27 \\ \times 1.68 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 67.904 \\ - 3.628 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 760.32 \\ + 94.09 \\ \hline \end{array}$$

6. $45.3 \div 3 = \underline{\hspace{2cm}}$

7. $78.2 \div 2 = \underline{\hspace{2cm}}$

8. $125.5 \div 5 = \underline{\hspace{2cm}}$

9. $2(5 + 8) = \underline{\hspace{2cm}}$

10. $(7 + 9) \div (4 \times 2) = \underline{\hspace{2cm}}$

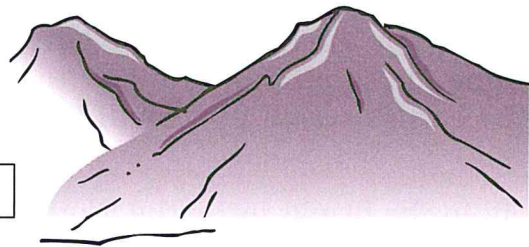
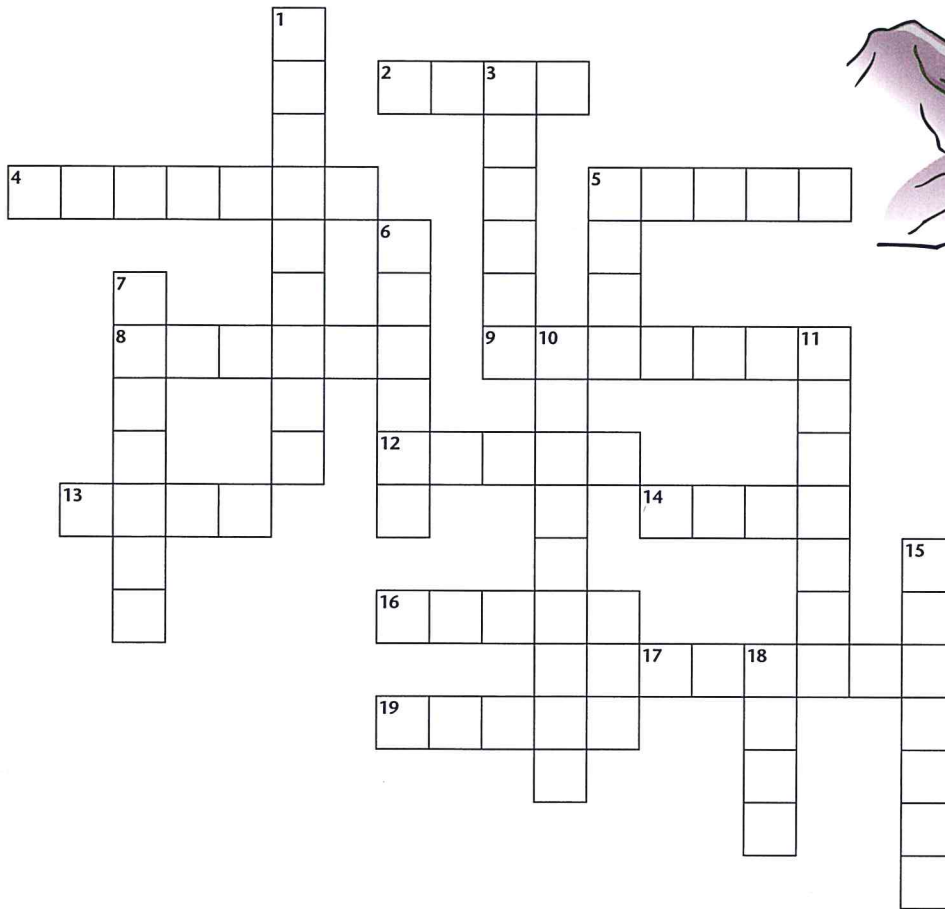
11. $8(21 - 9) = \underline{\hspace{2cm}}$

Solve the following problems using the necessary operations.

12. Sally has 24 pictures from her trip. Her photo album has 8 pages. If she puts the same number of pictures on each page, how many pictures will be on each page?
13. Jason wants to go to a baseball game and take a rafting trip. If he has \$49.00 and spends \$26.00 at the ball game, what does he have left to use for the rafting trip?
14. Meg saves old newspapers for her neighborhood to recycle. On Monday she has gathered 75 pounds of newspapers. The recycling center pays 9¢ per pound for newspapers. How much will she get for her Monday collection?
15. Chelsea and her mother like to go to the movies. If they go to a matinee, the price is less than an evening show. In March they attended 12 matinees and 4 evening shows. All matinee tickets cost \$3.50 per ticket. The evening shows are \$4.00 for a child's ticket and \$6.00 for an adult ticket. How much did they spend on movie tickets in March?



Geographic Features. The crossword puzzle below is composed of terms common to physical geography. Each definition describes only one term correctly.



Word Bank

- steppes
- tributary
- savanna
- fjord
- mesa
- strait
- reef
- isthmus
- butte
- pampas
- dune
- oasis
- delta
- canyon
- cape
- lagoon
- plateau
- veld
- reservoir
- glacier

Across

- 2. a narrow piece of land that projects into a body of water
- 4. large, slow-moving sheet of ice
- 5. roughly triangular land at the mouth of a river formed from deposits of silt
- 8. water partially or completely enclosed within an atoll
- 9. semi-dry plains with sparse vegetation
- 12. in a desert, a fertile area with a steady water supply
- 13. broad, grassy plains in South Africa
- 14. Spanish for *table*; steep-sided, flat-topped land
- 16. small, flat-topped hill
- 17. narrow body of water connecting two larger bodies of water
- 19. inlet of the sea between high, steep cliffs

Down

- 1. water-holding site
- 3. Argentina's vast, grassy plains
- 5. a sandy hill formed by the wind
- 6. steep-sided, narrow, deep valley
- 7. large, high, flat area that rises above the surrounding land
- 10. smaller river or stream that flows into a larger one
- 11. flat, open grassland with scattered trees and shrubs
- 15. narrow strip of land connecting two larger land masses
- 18. sand, rock, or coral ridge at or near the surface of the water



Changing Surface of the Earth. The surface, or crust, of the earth is constantly changing. Mountains and valleys that exist today probably looked quite different millions of years ago. Our oceans today may have been mountains and valleys a long time ago. There are actually movements taking place constantly on the earth's surface, some too small and too slow to be directly noticed. What causes these movements in the earth's crust? What will the earth's surface look like in another million years?

Fill in the blanks using the Word Bank provided.

1. The outermost layer, or surface, of the earth is called the _____.
2. A crack in a rock is called a _____.
3. _____ pushes and pulls on the earth's crust.
4. A break or crack along which rocks move is called a _____.
5. _____ is stress that pulls on rocks of the crust.
6. In a _____, the hanging wall moves down relative to the foot wall.
7. In a _____, blocks of rock slide horizontally past each other.
8. A _____ is a large area of flat land that is raised high above sea level.
9. A block of rock above a fault is called the _____.

Word Bank

- fault
- plateau
- fracture
- hanging wall
- crust
- normal fault
- stress
- tension
- lateral fault

True or False

Decide whether each statement below is true or false. Write T for true. If false, write F, and then change the underlined word or words to make the statement true.

10. Molten rock found beneath the earth's surface is called lava. _____
11. Mountains formed by blocks of rock uplifted by normal faults are called dome mountains. _____
12. The outermost layer of the earth is called the mantle. _____
13. The squeezing together of rocks by stress is called compression. _____
14. An upward fold is called an anticline. _____



Write a brief paragraph in which you describe two ways in which plateaus can be formed. Can you describe how the shape of a plateau differs from that of a mountain?



A *sentence fragment* is a group of words that is only part of a sentence. It does not have both a subject and a predicate, and it does not express a complete thought. A *run-on* sentence is two or more sentences run together without correct punctuation. In the following, indicate whether each group of words is a sentence, fragment, or run-on.

1. One of the greatest men in the twentieth century was Martin Luther King, Jr., he was responsible for the Civil Rights law. _____
2. Running down the hall with all the books he could carry. _____
3. I was there when he prepared to give his greatest speech of all. _____
4. If everyone will get there on time after the last bell rings on Friday. _____
5. I am going to the grocery store on the corner beside the video store, does anyone need anything? _____
6. After he came back from Paris, his mother talked to him about his favorite places and food the neighbors wanted to know the same things. _____

A *phrase* is a group of words that does not contain a subject and a verb. In the following sentences, identify each phrase in bold print as a *prepositional phrase*, *infinitive phrase*, *participial phrase*, *gerund phrase*, or *appositive phrase*.



7. At the football game, people wanted to stand **in their seats**. _____
8. The student player **jumping like a calf in the pasture** was fun to watch. _____
9. **Swimming in the summertime** is my favorite pastime. _____
10. When we went to **Oregon**, we saw many beautiful forests. _____
11. Mrs. Murray, **my conscientious and wonderful teacher**, is my hero. _____
12. On their way home from vacation, the neighbors saw a strange-looking animal, **something with long legs, a long neck, and lots of fur on its body**. _____
13. **To be or not to be** is the question. _____
14. Did Josh and Jim enjoy **camping in the park** this past weekend? _____
15. After a short time, we heard the dog **barking crazily at the cat**. _____



Multiplication and Division with Decimals. Round division problems to the nearest hundredth.

1. $4.67 \overline{)87.9}$

2. $34.6 \overline{)65.32}$

3. $58.1 \overline{)987.3}$

4.
$$\begin{array}{r} 678.45 \\ \times 3.26 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 34.670 \\ \times 4.8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 560.02 \\ \times 76.34 \\ \hline \end{array}$$

7. $.345 \overline{)7.321}$

8. $2.309 \overline{)8.956}$

9. $7.3 \overline{)56.98}$

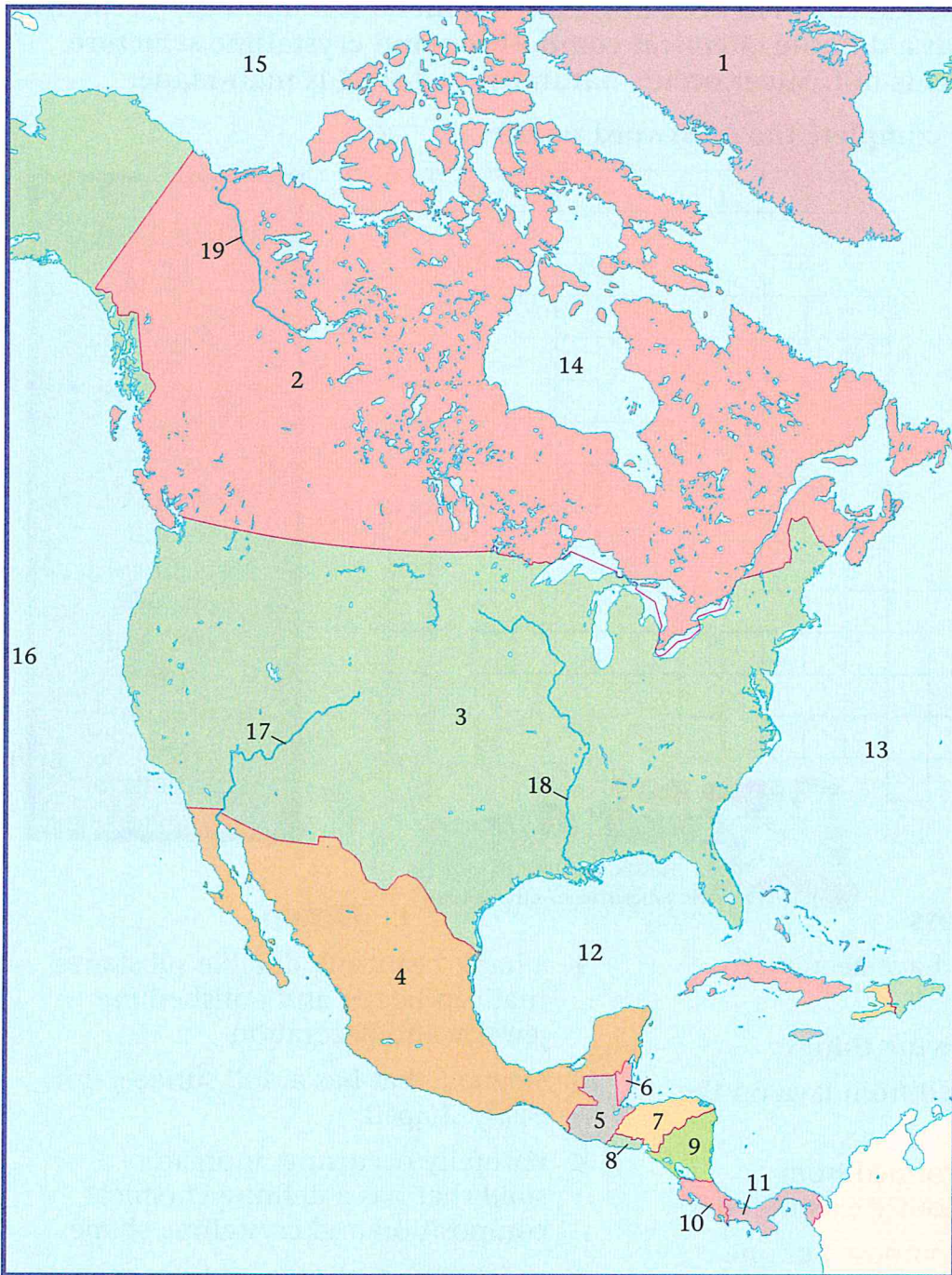
Set up each of the following problems in the correct form and solve.

- David bought 15 gallons of gasoline. His total cost was \$13.60. How much was the gasoline per gallon?
- Sam saw a cactus on his vacation that was 12.4 times as tall as he was. If Sam is 42 inches tall, how tall was the cactus?
- It took Janice two hours to drive 23.5 miles in heavy traffic. What was her average speed in miles per hour?



Use the numbers from the map to identify the countries, rivers, and bodies of water.

North and Central America

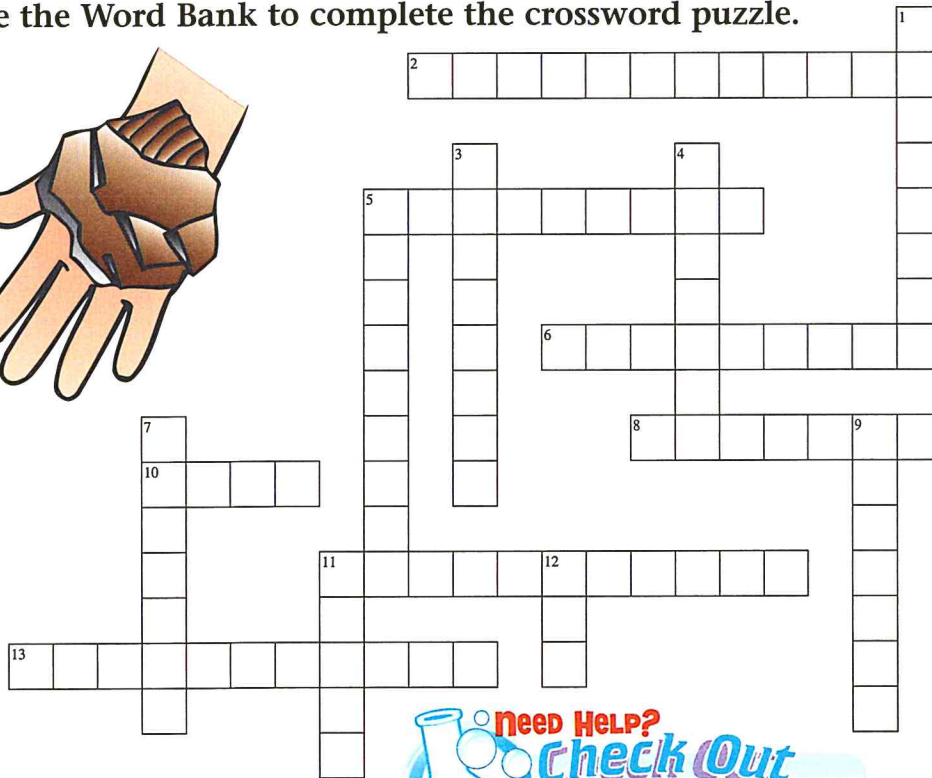


- A. El Salvador ____
- B. Atlantic Ocean ____
- C. Greenland ____
- D. Belize ____
- E. Hudson Bay ____
- F. United States ____
- G. Nicaragua ____
- H. Canada ____
- I. Mississippi River ____
- J. Costa Rica ____
- K. Mexico ____
- L. Arctic Ocean ____
- M. Guatemala ____
- N. Mackenzie River ____
- O. Honduras ____
- P. Panama ____
- Q. Colorado River ____
- R. Pacific Ocean ____



Rocks and Minerals. Rocks are the building blocks of the earth. Rocks form mountains, ocean floors, beaches, and other parts of the earth's surface. Rocks have been used as building blocks on the earth in such places as Stonehenge and the pyramids. What is a rock? In science, a rock is a hard substance composed of one or more minerals or mineral-like substances. What is a mineral? A mineral is a naturally occurring, inorganic solid that has a definite chemical composition and crystalline structure. Silver is a mineral; steel is not. Silver occurs naturally, and steel is man-made.

Use the Word Bank to complete the crossword puzzle.



Word Bank

- clastic
- conglomerate
- extrusive
- gemstone
- igneous
- inorganic
- intrusive
- metal
- metamorphic
- mineral
- nonmetal
- ore
- organic
- rock
- sedimentary



Across

- 2. smooth rocks that have been worn down by water
- 5. not formed from living things
- 6. igneous rock formed from lava on the earth's surface
- 8. sedimentary rock formed from fragments of previously existing rocks
- 10. a hard substance composed of one or more minerals or mineral-like substances
- 11. changed in form as a result of chemical reactions, pressure, or heat
- 13. formed from particles carried along and deposited by wind and water

Down

- 1. a hard, beautiful, durable substance that can be cut and polished for jewelry and decoration
- 3. element that has a dull surface; not easily shaped
- 4. naturally occurring, inorganic solid that has a definite chemical composition and crystalline shape
- 5. an igneous rock formed from magma
- 7. sedimentary rock that is formed from material that was once alive
- 9. formed from molten rock
- 11. element that conducts electricity and heat
- 12. mineral or rock from which metals and nonmetals can be removed in usable amounts



A **direct object** answers the questions *what?* or *whom?* after an action verb. An **indirect object** answers the questions *to what?* (whom?) or *for what?* (whom?) after an action verb. In the following sentences, identify any direct (d.o.) and/or indirect objects (i.o.) on the lines provided.

1. Princess Diana gave much time to help various charities. _____
2. The teacher helped Jennifer do the homework after school. _____
3. Mother baked my sister a big chocolate cake for her birthday. _____
4. The divers swam freely through the crystal clear waters of the gulf. _____
5. Enormous colorful sails propelled the fast ships quickly over the seas. _____
6. The big ships brought merchants goods from all over the world. _____
7. Other English teachers took their students and their friends to the play. _____
8. Over the intercom, the principal gave the students a guarantee of honesty. _____
9. Walking home in the rain, Chris became very wet and cold and finally sick. _____
10. Why did you give the puppy so much puppy food? _____

An **adjective** is a word that describes a noun or pronoun. An **adverb** is a word that describes a verb, adjective, or another adverb. In the following sentences, draw a circle around each adjective (other than *a*, *an*, *the*) and an X over each adverb.

11. The great playwright was born in Stratford-upon-Avon, England, in 1564.
12. These snow-covered mountains are part of the frequently visited Appalachian Mountains.
13. I watched the spectacular opening ceremonies of the Olympic Games in the city of Atlanta.
14. Quickly, the students hurried to their empty desks as the teacher walked down the hall.
15. The brightly burning candle amazed everyone at the very big birthday party.
16. Seven students worked carefully and wisely before they decided to ask for help.
17. After walking through the thick, dark woods for four hours, we decided to rest quietly.
18. Fonda gave much thought to her decision today before she decided to leave town proudly.
19. The twins were sick and hungry.
20. Everyone at the airport was waiting anxiously for the proud school winners to arrive.



Multiplying Fractions

Multiplying fractions is similar to adding fractions. However, you multiply both the numerators and the denominators. It is not necessary to have common denominators.

Example: $\frac{2}{3} \times \frac{1}{3} = \frac{2}{9}$ and $\frac{1}{5} \times \frac{2}{3} = \frac{2}{15}$ Always be sure your answer is in simplest form.

1. $\frac{4}{7} \times \frac{2}{7} =$

2. $\frac{3}{8} \times \frac{5}{8} =$

3. $\frac{3}{9} \times \frac{8}{9} =$

4. $\frac{9}{15} \times \frac{2}{3} =$

5. $\frac{1}{5} \times \frac{2}{3} =$

6. $\frac{2}{3} \times \frac{6}{10} =$

7. $\frac{7}{10} \times \frac{2}{3} =$

8. $\frac{2}{5} \times \frac{5}{8} =$

9. $\frac{5}{6} \times \frac{1}{3} =$

10. $\frac{3}{7} \times \frac{4}{5} =$

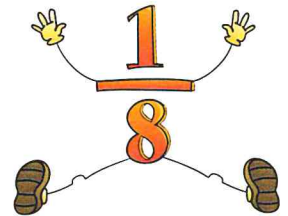
11. $\frac{5}{8} \times \frac{1}{2} =$

12. $\frac{1}{3} \times \frac{5}{8} =$

13. $\frac{7}{9} \times \frac{4}{5} =$

14. $\frac{9}{10} \times \frac{2}{3} =$

15. $\frac{2}{9} \times \frac{7}{11} =$



Keep in mind that when you multiply fractions, your product will be a smaller number. Think about it! $2 \times \frac{1}{2} = 1$

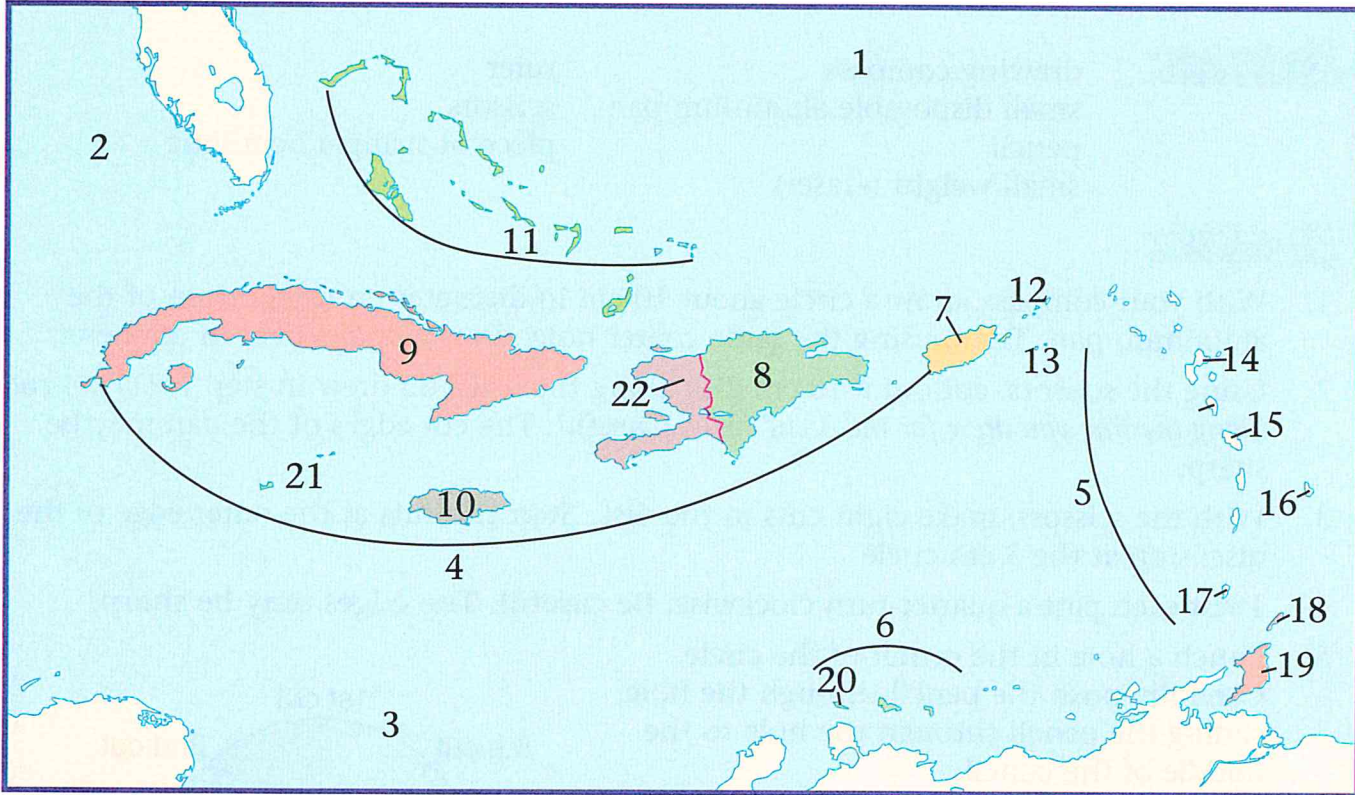
Using what you know, solve the following word problems.

- 16. One half of Grayson’s garden is used for vegetables. Of the remaining $\frac{1}{2}, \frac{2}{3}$ is used for flowers. What part of the garden is used for flowers?
- 17. If you and your friends eat half of a $\frac{3}{4}$ pound bag of candy, what part of a pound of candy have you eaten?
- 18. John has $\frac{4}{5}$ of the pages in his project done. He completed $\frac{2}{9}$ of those pages the first day he started. How many pages did he do the first day?



The Caribbean is an area of islands and ocean. Use the numbers on the map to fill in the blanks that identify countries, islands, and bodies of water.

The Caribbean



- A. The Greater Antilles ____
- B. The Lesser Antilles ____
- C. Netherlands Antilles ____
- D. Jamaica ____
- E. Haiti ____
- F. Cayman Islands ____
- G. Atlantic Ocean ____
- H. Cuba ____
- I. Tobago ____
- J. Caribbean Sea ____
- K. Aruba ____
- L. Puerto Rico ____
- M. Trinidad ____
- N. Dominican Republic ____
- O. Grenada ____
- P. Martinique ____
- Q. The Bahamas ____
- R. Barbados ____
- S. British Virgin Islands ____
- T. U.S. Virgin Islands ____
- U. Guadeloupe ____





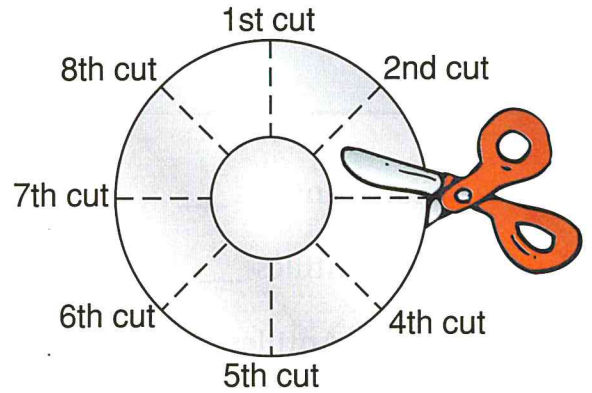
Erosion. A major source of erosion and deposition is running water, which picks up and wears away materials as it flows over the land. Water carries dissolved minerals and particles of mud. On rare occasions, running water can even sweep away large objects such as hillsides, boulders, and houses. Running water has a great deal of energy. In this next experiment, you will notice how this energy can be harnessed and put to work for humans.

Materials:

- drawing compass
- small disposable aluminum pan
- pencil
- small weight (eraser)
- ruler
- scissors
- piece of string 45 cm long

Procedure:

1. With your compass, draw a circle about 10 cm in diameter on the bottom of the aluminum pan. Then, using the same center hole, draw a circle 3 cm in diameter.
2. Using the scissors, cut out a 10 cm disk along the line you drew in step 1. *Do not cut along the line you drew for the 3 cm circle. Careful:* The cut edges of the pan may be sharp.
3. With the scissors, make eight cuts in the disk. Start the cuts at the outer edge of the disk; stop at the 3 cm circle.
4. Twist each part a quarter-turn clockwise. **Be careful. The edges may be sharp.**
5. Punch a hole in the center of the circle. Carefully push the pencil through the hole, sliding the pencil through the hole to the middle of the pencil.
6. Connect one end of the string to the pencil (about 3 cm from the circle). Make sure the string is tight around the pencil.
7. Connect the other end of the string to the weight. Now use one end of the pencil to hold the disk under the water faucet with a steady stream of water. What happened?



Follow Up: What is the connection between the water wheel (disk) and erosion? In your discussion, mention the role water and energy play in erosion.



Subject complements complete the meaning of a linking verb and identify or describe the subject. One complement is a *predicate nominative*, which is a noun or pronoun that follows a linking verb and identifies the subject. Another complement is a *predicate adjective*, which is an adjective that follows a linking verb and describes the subject. In the following sentences, indicate on the lines provided if there are any predicate nominatives (p.n.) or predicate adjectives (p.a.).



1. A nuclear power plant leak can be very dangerous. _____
2. This piece of ground looks very swampy. _____
3. Priscilla Click is class president of her junior class. _____
4. The grand prize was a brand new Ford car from the store. _____
5. William Shakespeare was a great playwright from England. _____
6. Before becoming class secretary, Josh was the soccer team captain. _____
7. Written in the nineteenth century, *Walden* is still a great book. _____
8. Lemonade tastes cool on a hot day. _____
9. He is Tanner. _____
10. The art at the Huntsville Museum of Art is quite impressive. _____

An **evaluation paragraph** is one in which you decide on the value of an item or make a judgment about its importance. For example, did you enjoy the last movie you saw? Did you enjoy the last story you read? Did you enjoy the last book you read? Would you recommend these selections to your friends? Why or why not? In writing a paragraph to answer these questions, you would be writing an **evaluation paragraph**. This involves a process of deciding if something is good or bad. Write a paragraph below in which you evaluate the last movie you saw or the last story or book you read. Make sure you support or give reasons for your opinions.



Adding and Subtracting Mixed Numbers

When adding and subtracting mixed numbers, you also need to add or subtract the whole numbers. Always check to see if the answer is in simplest form. (Hint: Sometimes in subtraction it may be necessary to borrow from the whole number to increase the fraction in order to solve the problem.)

Reduce these fractions to simplest form.

1. $\frac{28}{5} = \text{---}$ 2. $\frac{37}{5} = \text{---}$ 3. $\frac{19}{7} = \text{---}$ 4. $\frac{41}{6} = \text{---}$ 5. $\frac{63}{8} = \text{---}$

Change these fractions to have like denominators.

6. $\frac{5}{9}$ and $\frac{3}{11}$ 7. $\frac{4}{10}$ and $\frac{5}{8}$ 8. $\frac{7}{13}$ and $\frac{5}{7}$ 9. $\frac{3}{17}$ and $\frac{9}{14}$

Find the least common denominator for each set of fractions and add or subtract.

10. $\frac{4}{7}$ 11. $\frac{7}{8}$ 12. $4\frac{3}{7}$ 13. $\frac{6}{9}$ 14. $\frac{9}{14}$
 $+\frac{6}{11}$ $+\frac{5}{9}$ $+1\frac{4}{8}$ $+1\frac{7}{15}$ $+\frac{7}{9}$

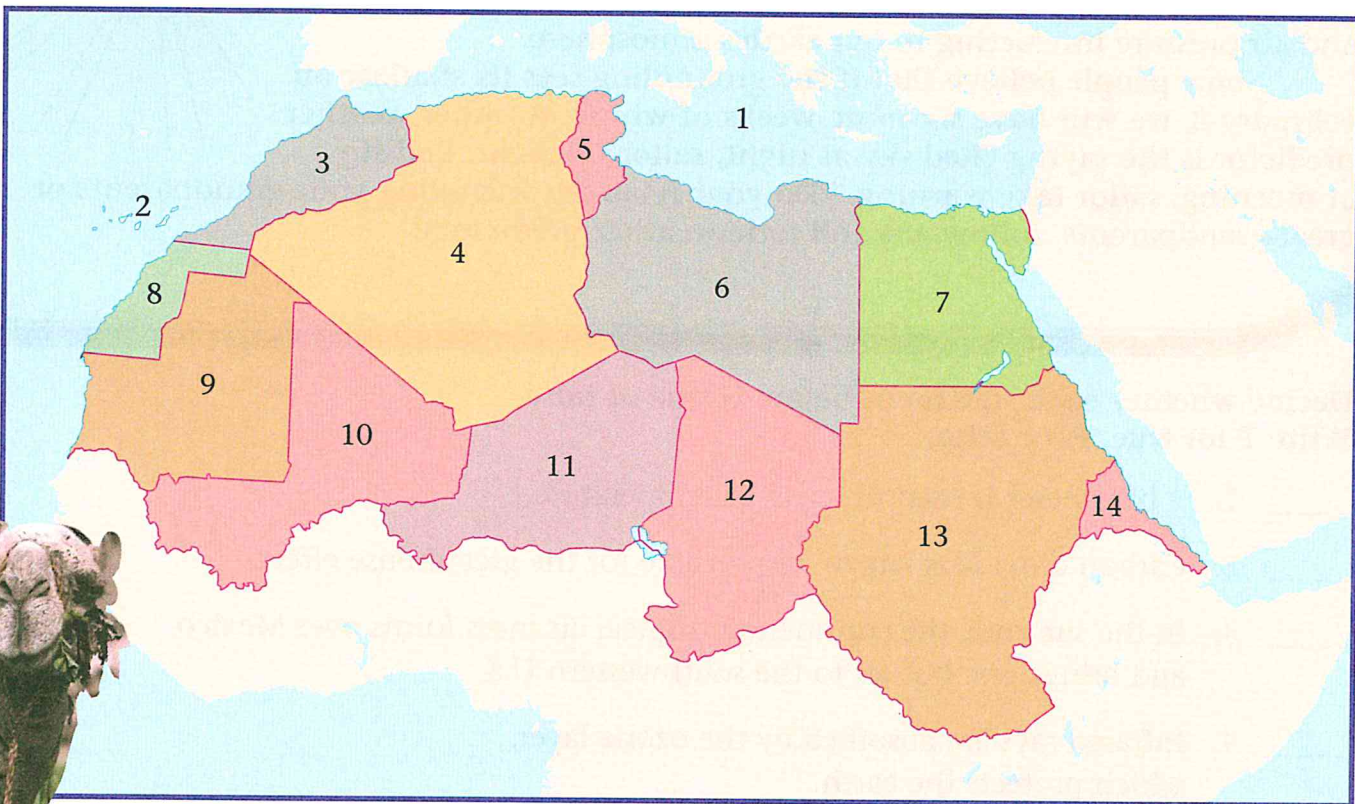
15. $\frac{5}{6}$ 16. $6\frac{5}{8}$ 17. $3\frac{5}{6}$ 18. $5\frac{2}{7}$ 19. $7\frac{3}{8}$
 $-\frac{1}{3}$ $-3\frac{6}{7}$ $-1\frac{7}{8}$ $-2\frac{4}{5}$ $-\frac{2}{5}$

20. Natalie has made $\frac{2}{5}$ of the banners for the party. Nancy has made $\frac{1}{8}$ of the banners. How many of the banners have the girls made so far? Are they at least half finished?



Use the numbers on the map to fill in the blanks.

Northern Africa



- A. This is Libya. ____
- B. This country is between Niger and Sudan. ____
- C. This country is between Western Sahara and Mali. ____
- D. This is Egypt. ____
- E. This country borders Eritrea on the west. ____
- F. If you wanted to visit Morocco, you would go here. ____
- G. This sounds like a good home for birds. ____
- H. Algiers is the capital of this country. ____
- I. This borders Tunisia on the north. ____

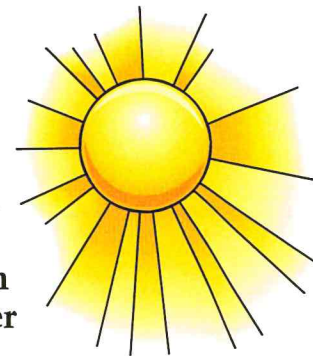




Weather. What is weather? What causes weather? How do we predict weather?

Weather is the condition of the atmosphere surrounding the earth. Several kinds of gases mix together to make up the atmosphere. Our weather is caused by heat energy, winds, moisture, and air pressure interacting in our earth’s atmosphere.

Some people believe that if the groundhog sees its shadow on February 2, we will have six more weeks of winter. Another weather predictor is the saying “Red sky at night, sailor’s delight. Red sky at morning, sailor take warning.” Do your relatives, including your grandparents or great-grandparents, follow any folkloric weather predictors?



Decide whether each statement below is true or false.
Write T for true, F for false.

- 1. A barometer is used to measure temperature.
- 2. Carbon dioxide is largely responsible for the greenhouse effect.
- 3. In the summer, the continental tropical air mass forms over Mexico and brings dry, hot air to the southwestern U.S.
- 4. Infrared rays are absorbed by the ozone layer, which protects the earth.
- 5. Sleet ranges in diameter from 5 to 75 mm and falls as precipitation.

Write the letter for the best answer on the line to the left.

- 6. When air is warmed, what happens to its density?
A. decreases C. triples
B. remains the same D. increases some
- 7. To measure humidity is to measure
A. air pressure. C. ozone.
B. water vapor. D. temperature.
- 8. When the altitude increases, what happens to air pressure?
A. remains the same C. decreases
B. decreases, then begins to increase D. increases
- 9. Water boils at _____ on the Celsius scale.
A. 121° C. 220°
B. 32° D. 100°
- 10. Which of the following winds has the greatest speed?
A. hurricane C. land breeze
B. tornado D. cyclone



A *clause* is a group of words that contains a subject and a verb. An *independent clause* is a clause that can act or stand alone as a complete sentence. A *dependent clause* is one that cannot act or stand alone as a complete thought. One type of dependent clause is a *subordinate clause*. A subordinate clause begins with a subordinating conjunction (such as *when, if, or because*). In the following sentences, circle the subordinate or dependent clause.



1. Thanksgiving has been a famous American tradition since it began in the early 1600s.
2. If it rains again today, we cannot go outside and paint the sky during art class.
3. Did you do the homework on page 398 that Mr. Barksdale told us to do?
4. Even though our team tried hard to win the championship, we still came home without medals.
5. My algebra book that I lost yesterday on the bus was found and turned in to the principal.
6. Pam knew the right answers because she stayed up late last night to study and review.
7. If my father doesn't pick me up at school, I'm riding home with Jason and Angie.
8. Our house, which is the only white house on the block, is listed for sale in the newspaper.

A *narrative paragraph* is one in which you "tell" how a person or a situation changes over a span of time. For example, what happened after your favorite pet died? How do you fix a flat on your bike? What caused the Civil Rights marches led by Dr. Martin Luther King, Jr.? In answering these questions, you are narrating (or telling). Narrative paragraphs are used to tell stories and explain processes or causes and effects. Write a narrative paragraph. You might consider these topics: getting a part-time job, washing a pet, watching your first movie, or embarrassing yourself.



Multiplying Fractions with Whole Numbers

When multiplying a fraction by a whole number you must give the whole number a denominator of 1. This changes the whole number to a fraction without changing its value. Complete the problems by following the usual steps for multiplying fractions. Note that the word *of* is often used in multiplication problems that involve fractions instead of the \times symbol. Remember, *of* means *multiply*. Always remember to reduce your answer to simplest terms if necessary.

1. $\frac{2}{3} \times 16 = \underline{\quad}$ 2. $\frac{5}{8} \times 20 = \underline{\quad}$ 3. $\frac{4}{5} \times 10 = \underline{\quad}$ 4. $\frac{7}{8} \times 32 = \underline{\quad}$

5. $\frac{4}{9} \times 18 = \underline{\quad}$ 6. $\frac{2}{5} \times 40 = \underline{\quad}$ 7. $\frac{3}{4} \times 24 = \underline{\quad}$ 8. $\frac{3}{5} \times 15 = \underline{\quad}$

9. $\frac{6}{7} \times 42 = \underline{\quad}$ 10. $\frac{1}{7} \times 21 = \underline{\quad}$ 11. $\frac{5}{12} \times 60 = \underline{\quad}$ 12. $\frac{2}{9} \times 64 = \underline{\quad}$

13. $\frac{6}{15} \times 30 = \underline{\quad}$ 14. $\frac{3}{17} \times 59 = \underline{\quad}$ 15. $\frac{11}{18} \times 64 = \underline{\quad}$



Solve the word problems below.

16. Denise has 20 pets. Of the pets $\frac{2}{5}$ are rabbits, $\frac{1}{2}$ are fish, and $\frac{1}{10}$ are dogs. How many of each does she have?

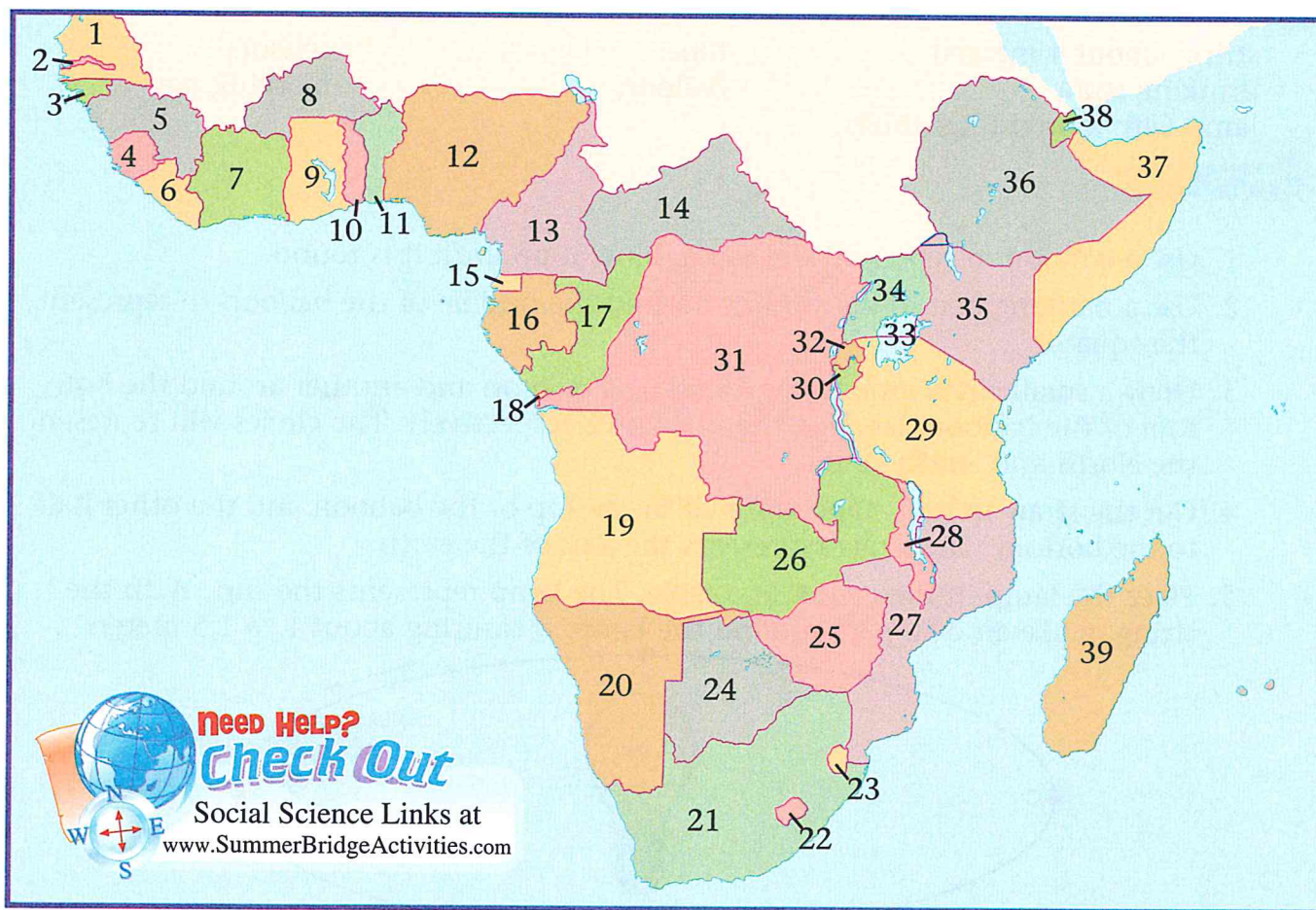
17. Melanie earned \$40.00. She saved $\frac{1}{4}$ of it. She plans to donate $\frac{1}{2}$ of the remaining amount to her school fund raiser. How much will she donate?

18. Tanner has 36 polished rocks. He put $\frac{1}{4}$ of them in a jar for a science experiment. He plans to give $\frac{4}{9}$ of them to a friend. How many will he have left?



Use the numbers on the map to fill in the blanks.

Sub-Saharan Africa



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- A. The capital of this country is Freetown. ____
- B. This is Madagascar. ____
- C. ____ shares borders with Namibia, Mozambique, and Tanzania.
- D. Monrovia, the capital of ____, was named for an American president.
- E. This is Ethiopia. ____
- F. The capitals of these neighbors are Yamoussoukro and Ouagadougou. ____ and ____
- G. These countries are sandwiched in between Ghana and Nigeria. ____ and ____
- H. ____ is Botswana's southern neighbor.
- I. Democratic Republic of the Congo, ____, is the largest/smallest country on the map.
- J. This is Somalia. ____
- K. Kenya is ____'s eastern neighbor.





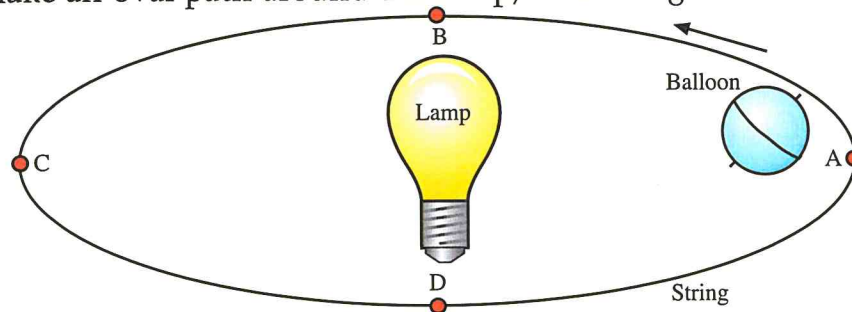
The Earth's Seasons. In most locations on the earth, the year is divided into four seasons: winter, spring, summer, and autumn. In this experiment, you will discover what causes the earth's seasons.

Materials:

- | | | |
|------------------------------|---------|-------------|
| string (about 4 meters) | tape | scissors |
| drinking straw | balloon | marking pen |
| lamp with a bright lightbulb | | |

Procedure:

1. Use a balloon to represent the earth; blow it up until it is round.
2. Use a marking pen to draw a line around the middle of the balloon to represent the equator.
3. Draw a small circle around the top of the balloon and another around the bottom of the balloon, labeling them N and S respectively. The circles will represent the North and South Poles.
4. Cut the straw in half. Tape one half to the top of the balloon and the other half to the bottom. The straw represents the axis of the earth.
5. Place the lamp in the center of a table. The lamp represents the sun. With the string, make an oval path around the lamp, measuring about 1 to 1.5 meters.



6. With the lamp on, place the balloon at an angle at point A, keeping the middle of the balloon at the same level as the lamp. Notice the light shining on the balloon. Record your observations.
7. Move the balloon slowly around the lamp in a counterclockwise direction, using the string as a guide and keeping the angle of the balloon constant as you move it. Notice the light as it shines on the balloon as you move it through points B, C, and D. Record your data.
8. Returning the balloon to point A, hold the balloon upright. The middle of the balloon should be at the same level as the lamp.
9. Again, move the balloon around the lamp through points B, C, and D, and notice the light shining on the balloon at each point. Record your observations.

Conclusion: Which point—A, B, C, or D—represents summer in the northern hemisphere? ____ Which point represents summer in the southern hemisphere? ____ At which point would the northern hemisphere have spring? ____ What season would the southern hemisphere have at the same time? ____ What causes the earth's four seasons? _____



Subject-Verb Agreement. A verb must agree in number with its subject. This means that if the subject is singular, the verb must also be singular. If the subject is plural, then the verb would be plural. In the following sentences, circle the correct verb form in parentheses. Then, on the lines provided, indicate if the verb is singular (s) or plural (p).

1. My English teacher (comes, come) from a little town in Utah. _____
2. There (was, were) three tennis rackets on the floor before break. _____
3. The ornaments on the Christmas tree (creates, create) a visual sensation. _____
4. My favorite collection of pottery (is, are) found in the Brazilian shop. _____
5. Birds that migrate south each winter (is, are) interesting animals to study. _____
6. Everyone in the band (was, were) on time for the competition. _____
7. Many of the students who live near me (walks, walk) to school every day. _____
8. Meike (don't, doesn't) bring her book to class on Tuesday and Friday. _____
9. Jeremy (shows, show) great potential as a writer. _____
10. Wes and Frank (was, were) at the soccer game last Saturday morning. _____

Possessives. The possessive case of a noun or pronoun shows ownership. Usually, to form the possessive an apostrophe is added. However, the possessive pronouns *its*, *hers*, *theirs*, and *yours* do *not* have apostrophes. Read the following sentences and make any necessary corrections to the possessive.

11. Everyones opinion counts in Mrs. Duncan's Spanish class.
12. Three boys boots were found on the field after the game. (Note: 3 boys, not 1 boy)
13. One boys boot was found in the stadium after the game. (Note: 1 boy)
14. The childrens games were too silly for someone like Grayson.
15. The girls parents were glad they had come to school to see the girls on the soccer team.
16. All of the cities mayors from across the U.S. met in Washington, D.C.
17. The little puppys leg seemed to be hurt as it ran slowly with the other puppies.
18. In an hours time my mother can bake a cake and prepare dinner for four people.
19. Mikes sweater came from Scotland, a country north of England in the United Kingdom.
20. Even though the old cars two headlights are broken, we may still buy the old junker.



Renaming and Comparing Fractions

Fractions, equivalent fractions, or proportions are often alike because they represent equal amounts stated in different ways. Using logical thinking about the factors will help determine the equivalent answer. Rename the following fractions by finding the equivalent fraction.

1. $\frac{7}{8} = \frac{14}{\quad}$

2. $\frac{4}{6} = \frac{2}{\quad}$

3. $\frac{4}{8} = \frac{2}{\quad}$

4. $\frac{2}{14} = \frac{10}{\quad}$

5. $\frac{3}{5} = \frac{\quad}{100}$

6. $\frac{1}{6} = \frac{\quad}{18}$

7. $\frac{5}{\quad} = \frac{35}{28}$

8. $\frac{3}{7} = \frac{\quad}{56}$

Decide if these fractions are indeed equivalent by answering Yes or No.

9. $\frac{2}{5} = \frac{3}{9}$

10. $\frac{5}{8} = \frac{10}{16}$

11. $\frac{4}{9} = \frac{3}{10}$

12. $\frac{15}{45} = \frac{5}{15}$

13. $\frac{7}{8} = \frac{9}{12}$

14. $\frac{4}{11} = \frac{3}{16}$

15. $\frac{14}{28} = \frac{1}{2}$

16. $\frac{3}{26} = \frac{7}{15}$

Compare using these symbols: $>$, $<$, or $=$.

17. $\frac{1}{2}$ $\frac{2}{3}$

18. $\frac{4}{9}$ $\frac{3}{5}$

19. $\frac{6}{10}$ $\frac{1}{3}$

20. $\frac{7}{13}$ $\frac{4}{9}$

21. $\frac{4}{5}$ $\frac{2}{17}$

22. $\frac{3}{6}$ $\frac{12}{24}$

23. $\frac{3}{8}$ $\frac{2}{11}$

24. $\frac{4}{8}$ $\frac{12}{24}$

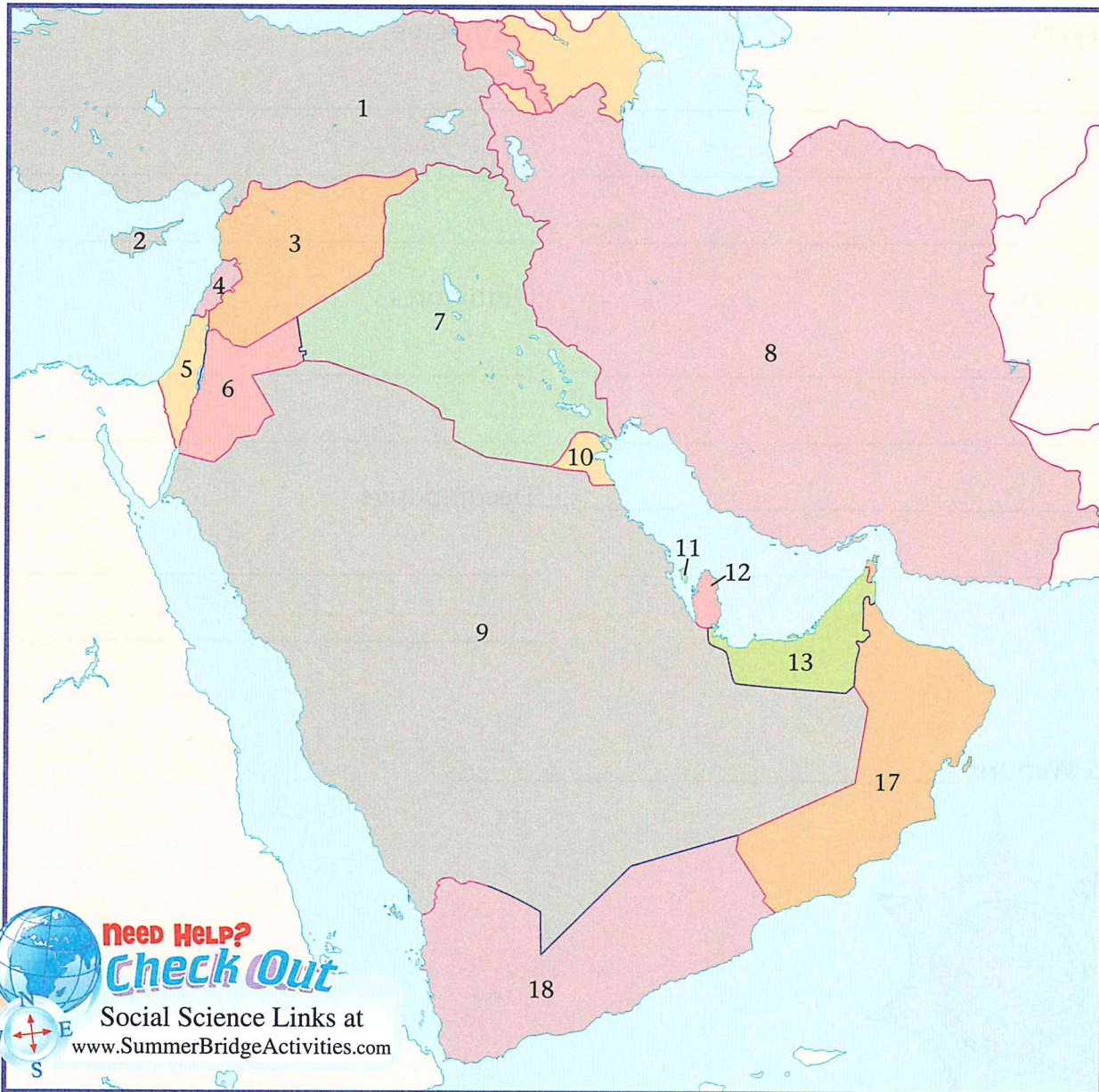
25. Mark scored $\frac{4}{10}$ of the total points in the game, and Jimmy scored $\frac{1}{3}$.
Who scored more points in the game?

26. Ann has sold $\frac{12}{19}$ of the tickets she had to sell, while Page has sold $\frac{5}{8}$.
Who has sold more of her tickets?



Use the numbers to match the capitals below to the countries on the map.

Middle East



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- | | | |
|--------------------|------------------|-----------------|
| A. ___ Beirut | F. ___ Tehran | K. ___ Baghdad |
| B. ___ Amman | G. ___ Riyadh | L. ___ Nicosia |
| C. ___ Kuwait City | H. ___ Doha | M. ___ Manama |
| D. ___ Sanaa | I. ___ Abu Dhabi | N. ___ Muscat |
| E. ___ Jerusalem | J. ___ Ankara | O. ___ Damascus |



Day 12

Food Webs. Build a food web based on your local area. First fill out the lines in the relevant categories. Then draw simple pictures of the plants and animals. Use arrows to indicate the exchange of energy and nutrients between sources and consumers in the food web.

Producers

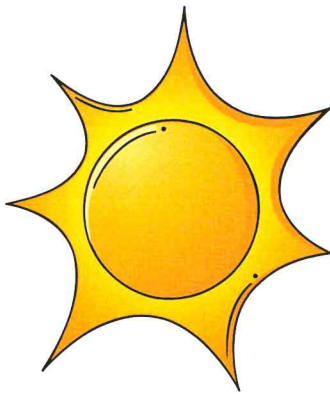
Carnivores

Herbivores

Omnivores

Decomposers

Food Web for _____.





Writing an Essay. An essay has three main parts: introduction, body, and conclusion. A short essay often has four or five paragraphs.

The first paragraph is called the *introduction*. The purpose of the introduction is to present the main idea of the whole essay. In other words, what are you writing about?

The *body* of the essay has at least two or three paragraphs. The information in the body of the paper supports what you have stated as your main idea in the introductory paragraph. Each one of your paragraphs in the body supports the main idea in the introduction. Therefore, if you have broken down your main idea into three aspects, you would have three supporting paragraphs in the body.

The purpose of the *conclusion* is to bring your essay to a close. In this short paragraph, you want to restate the main idea that you expressed in the introductory paragraph.

Once you know what you are going to write about and before you actually begin to write, there are a few things you should do. First, brainstorm your topic and main idea. Then, make a rough outline of what you wrote on your brainstorming page. These two steps can help to organize and focus your thoughts once you begin your rough draft.

The rough draft is just what the name suggests. Don't be afraid to make mistakes. Follow your outline and write your draft without revising. Once the rough draft is written, then you can go back and begin to revise and edit.

On the following lines, write an informative essay on the Olympic Games. First, do some research on the Olympic Games, which began in 776 B.C. in Greece. In your essay, show how the Olympic Games today differ from or compare to the games in early Greece. (You may need another piece of paper.)

Lined writing area for the student's essay.





Adding, Subtracting, Multiplying, and Dividing with Mixed Numbers

When working with mixed numbers it is often necessary to change the mixed number to an improper fraction. Then you can go through the usual process according to the operation you are doing. Always check your answer to be sure it is in simplest form.



1. $2\frac{1}{5} + 3\frac{1}{5} =$ 2. $3\frac{5}{8} + 1\frac{4}{7} =$ 3. $2\frac{7}{10} + 5\frac{4}{12} =$ 4. $6\frac{3}{5} - 2\frac{1}{5} =$

5. $7\frac{4}{5} + 4\frac{1}{9} =$ 6. $8\frac{6}{10} - 3\frac{2}{8} =$ 7. $4\frac{2}{3} + 1\frac{4}{5} =$ 8. $12\frac{4}{5} - 3\frac{1}{2} =$

9. $7\frac{6}{8} \times 3\frac{4}{9} =$ 10. $12\frac{1}{4} \div 3\frac{5}{8} =$ 11. $10\frac{2}{3} \div 4\frac{1}{7} =$ 12. $5\frac{7}{8} \div 1\frac{1}{3} =$

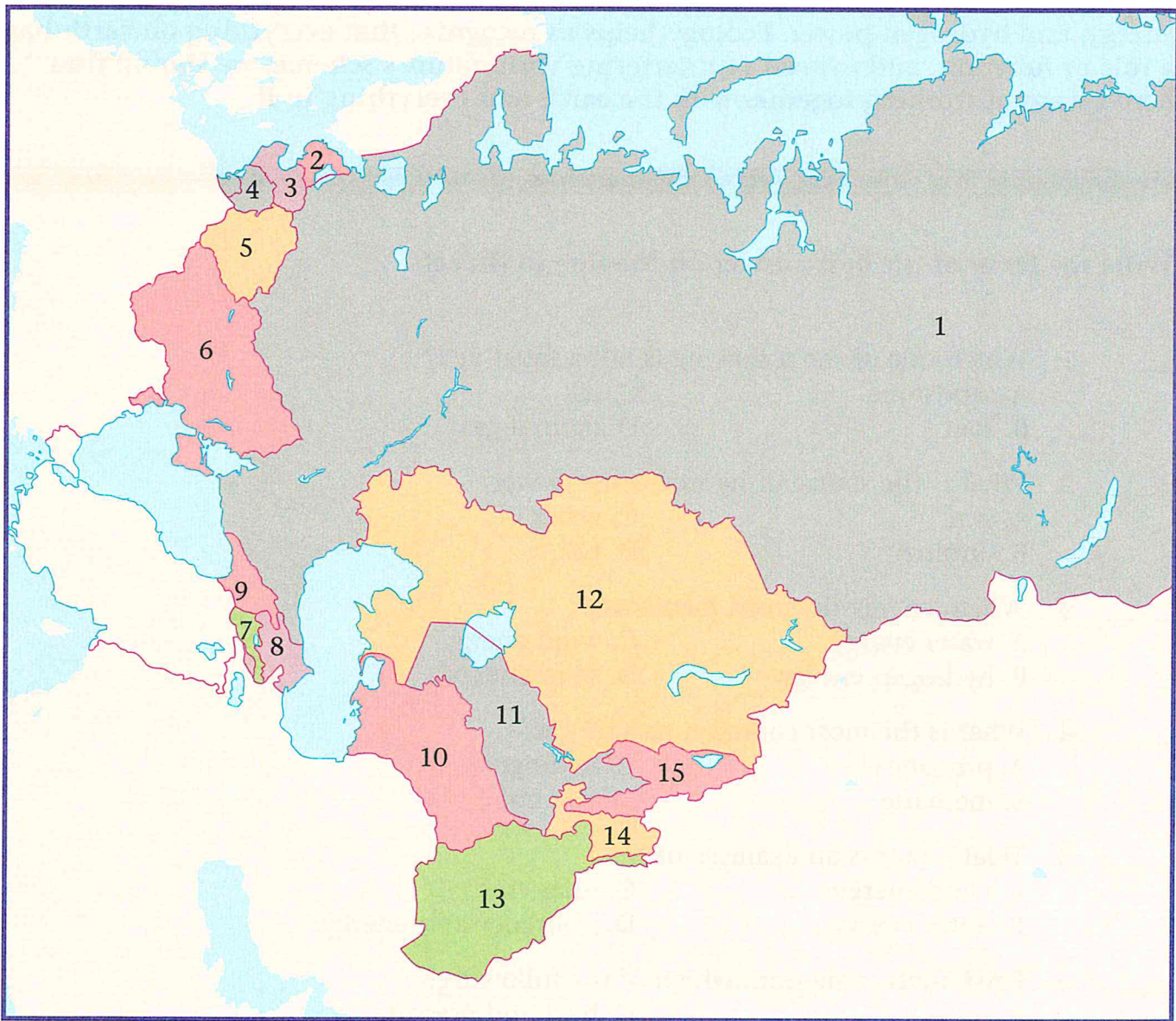
Solve the following problems.

13. If a restaurant has $2\frac{1}{4}$ cherry pies, $4\frac{3}{4}$ apple pies, and $\frac{1}{2}$ of a blueberry pie remaining after dinner one night, how many pies are left?
14. If Lisa has $\frac{2}{3}$ of her homework pages done, and Jennifer has only $\frac{1}{8}$ of that amount done, how much has Jennifer completed?
15. Denise has $16\frac{2}{3}$ shares of stock in a phone company. She wants to divide them equally among 4 of her nieces. If she does this, how many shares will each niece receive?



Match the numbers from the map to the countries below.

Northern Asia



- | | | |
|-------------------|-------------------|---------------------|
| A. Kyrgyzstan ___ | F. Tajikistan ___ | K. Latvia ___ |
| B. Russia ___ | G. Azerbaijan ___ | L. Turkmenistan ___ |
| C. Armenia ___ | H. Ukraine ___ | M. Kazakhstan ___ |
| D. Estonia ___ | I. Uzbekistan ___ | N. Belarus ___ |
| E. Lithuania ___ | J. Georgia ___ | O. Afghanistan ___ |



Ecology. Ecology is the branch of biology that deals with relationships between living organisms and their environment. This means that ecology is directly related to important issues of energy and conservation. Ecology deals with fossil fuels, such as coal, oil, and natural gas, and their impact on the environment. It can include the study of solar energy, wind and water, nuclear energy, geothermal energy, tidal energy, and hydrogen power. Ecology helps us recognize that everything on earth has a role or function, and instead of interfering with nature's scheme, we should find better ways of working together *with* the earth and everything in it.

Write the letter of the best answer on the line to the left.

- Which one of the following is not a fossil fuel?
A. sandstone C. oil
B. coal D. natural gas
- What is the source of hydroelectric power?
A. sun C. water
B. turbine D. tides
- Which energy do green plants use?
A. water energy C. wind energy
B. hydrogen energy D. solar energy
- What is the most common natural gas?
A. propane C. hydrogen
B. methane D. ethanol
- Tidal power is an example of
A. wind energy. C. solar energy.
B. water energy. D. nonrenewable energy.
- Fossil fuels came from which of the following?
A. rocks C. heat and pressure
B. plants and animals D. wood and clay
- Which one of the following is a renewable resource?
A. wood C. coal
B. oil D. natural gas
- Animals and plants that lived in the oceans formed which fossil fuel?
A. bituminous coal C. wood
B. anthracite D. oil
- The element that is most abundant as an energy source on our planet is
A. carbon. C. oxygen.
B. hydrogen. D. nitrogen.



Modifiers. A *modifier* describes or limits the meaning of another word. Modifiers are adjectives and adverbs that may be used to compare things. Read the following sentences. Draw an X through the modifier that needs to be removed from the sentence. If a new modifier is needed, write it on the line.

1. We don't hardly have time to write a sentence. _____
2. Of the two singers, Mariah Carey has the best voice. _____
3. Your answer doesn't make no difference to her. _____
4. My sisters work even more harder than I do. _____
5. Randy does good in all his subjects at school. _____
6. Benny is tallest. _____
7. There are so many choices, I don't know which I like more. _____
8. I couldn't hardly believe Monica said that. _____
9. Donald Duck is one of the most funniest cartoon characters. _____
10. This cake is gooder than the pie you brought. _____

Conjunctions, Interjections, and Prepositions. A *conjunction* is a word used to join words or groups of words. An *interjection* is a word used to express emotion. A *preposition* is a word used to show the relationship of a noun or pronoun to another word or phrase in a sentence. Read the following sentences. If there are conjunctions, interjections, and prepositions, label them as conj, int, or prep on the lines provided.

11. The desk on the third row is my friend's seat. _____
12. Wait! It's my turn on the motorcycle. _____
13. Chris and his mother were the only ones by the stop sign. _____
14. In the front office sat the lonely little boy. _____
15. I went to the play, but I sat in the back. _____
16. Volleyball is a fun sport for boys and girls. _____
17. We left the school, and we went to the grocery store. _____
18. Wow! I passed the test. _____



Working with Decimals

When adding or subtracting decimal numbers, it is important to align the decimal points. Often this may cause the problem to appear staggered, but in fact, it is correct. Align the following problems properly and solve.

$$\begin{array}{r} 1. \quad 4.328 \\ + 1.097 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 3.7502 \\ + .0814 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad .7894 \\ - .0325 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 897.0352 \\ - 46.0231 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 237.895 \\ + 30.25 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 7.4036 \\ - .1437 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 24.059 \\ + 1.497 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad .3862 \\ + 5.097 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 6.987 \\ \quad 1.73 \\ + 30.25 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 7.4036 \\ 13.765 \\ + .1437 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 24.059 \\ \quad 2.876 \\ + 1.497 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad .3862 \\ \quad 1.45 \\ + 5.097 \\ \hline \end{array}$$

Add or subtract the following problems after setting them up correctly.

$$13. \quad 45.8 + 372.01 =$$

$$14. \quad 13.287 - 2.098 =$$

$$15. \quad 679.73 - 4.238 =$$

$$16. \quad .765 + 4.389 =$$

17. Kelly bought 3.58 yards of fabric. She plans to make a table cover. If she uses 1.03 yards of the fabric to make napkins, how much will she have left to make the table cover?

18. Mark has 12.48 gallons of weed killer. He plans to use 2.78 gallons for Mrs. Moore's yard. He'll need 1.32 gallons for Mr. Greer's yard. After he treats these yards, how much weed killer will he have left over?

Incentive Contract Calendar

Month _____

My parents and I decided that if I complete 20 days of **Summer Bridge Activities™** 7-8 and read _____ minutes a day, my incentive/reward will be:

Child's Signature _____

Parent's Signature _____



EXAMPLE:



AC

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

Day 6 _____

Day 7 _____

Day 8 _____

Day 9 _____



Day 10 _____

Day 11 _____

Day 12 _____

Day 13 _____

Day 14 _____

Day 15 _____

Day 16 _____


Day 17 _____

Day 18 _____

Day 19 _____

Day 20 _____

Child: Put a ✓ in the for the daily activities  completed.

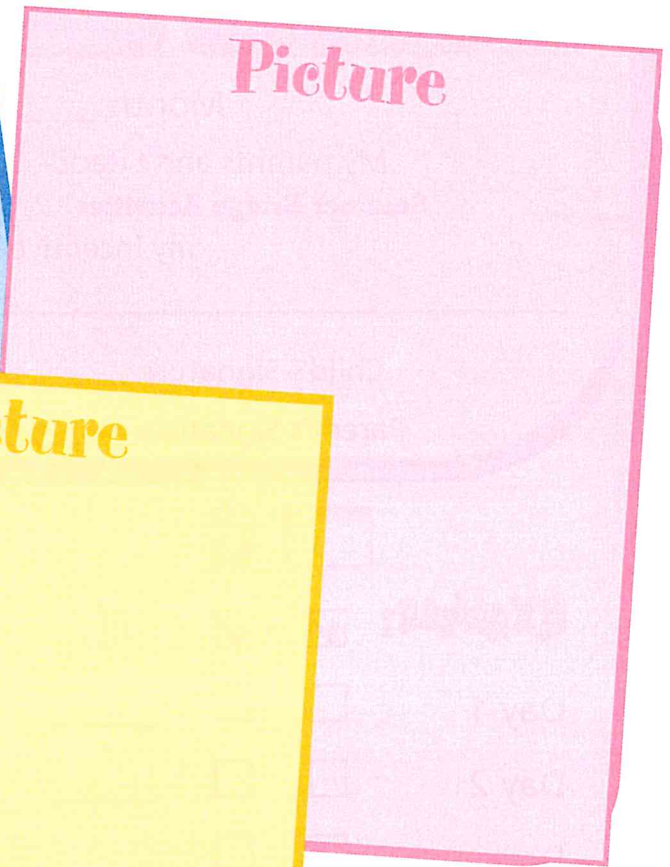
Put a ✓ in the for the daily reading  completed.

Parent: Initial the _____ for daily activities and reading your child completes.

Best Day/Vacation So Far

Write about It

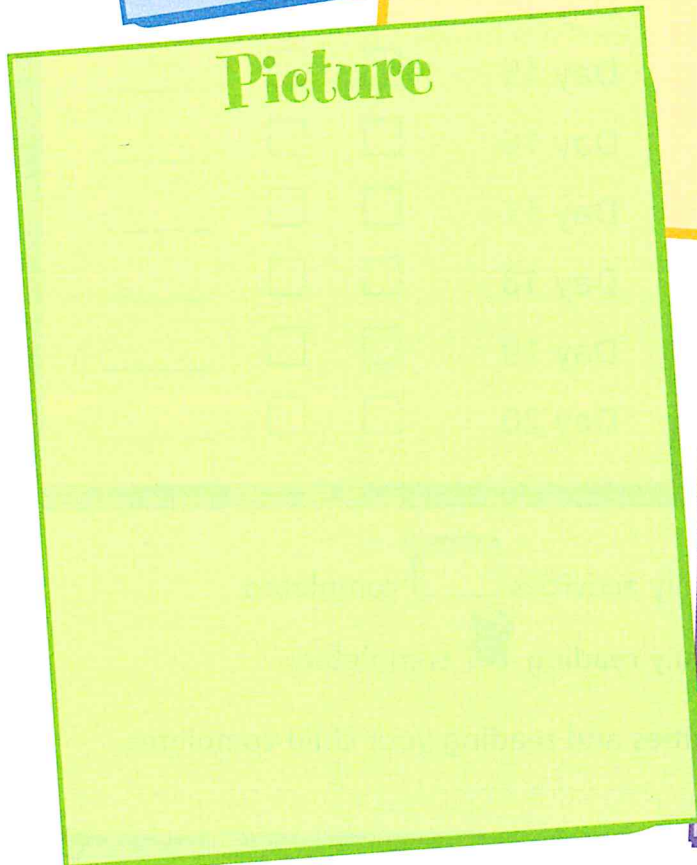
Picture



Picture



Picture

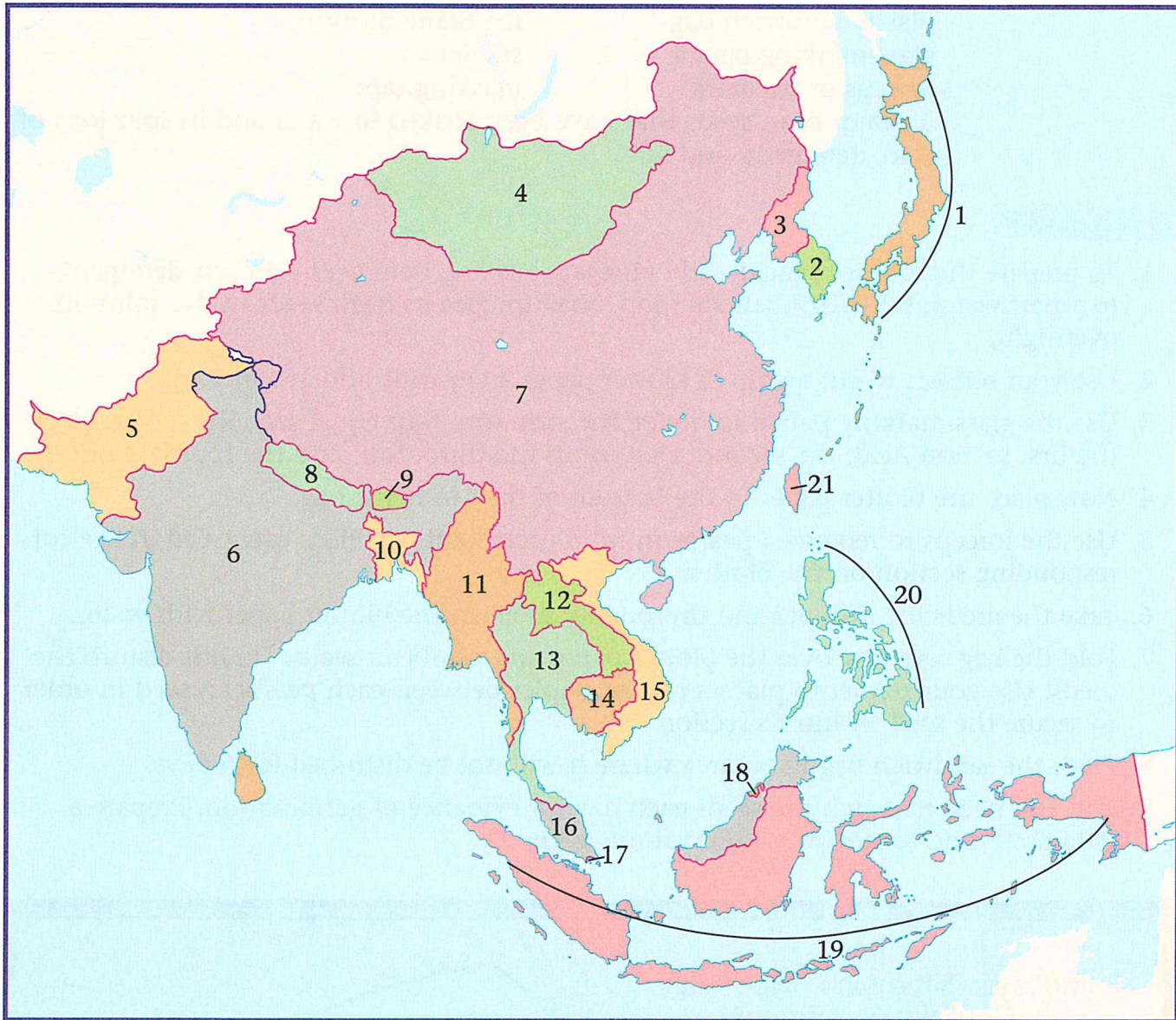


Write about It



Use the numbers on the map to fill in the blanks.

Asia/Southeast Asia



- | | |
|---|--|
| 1. These two countries lie between Vietnam and Thailand. __, __ | 6. This country lies between Pakistan and Bangladesh. __ |
| 2. Kathmandu is the capital of this mountainous country. __ | 7. This is Mongolia. __ |
| 3. This is Indonesia. __ | 8. Malaysia is this country's closest neighbor. __ |
| 4. The capital of this country is Tokyo. __ | 9. This is Taiwan. __ |
| 5. These are the Philippines. __ | |



Day 1

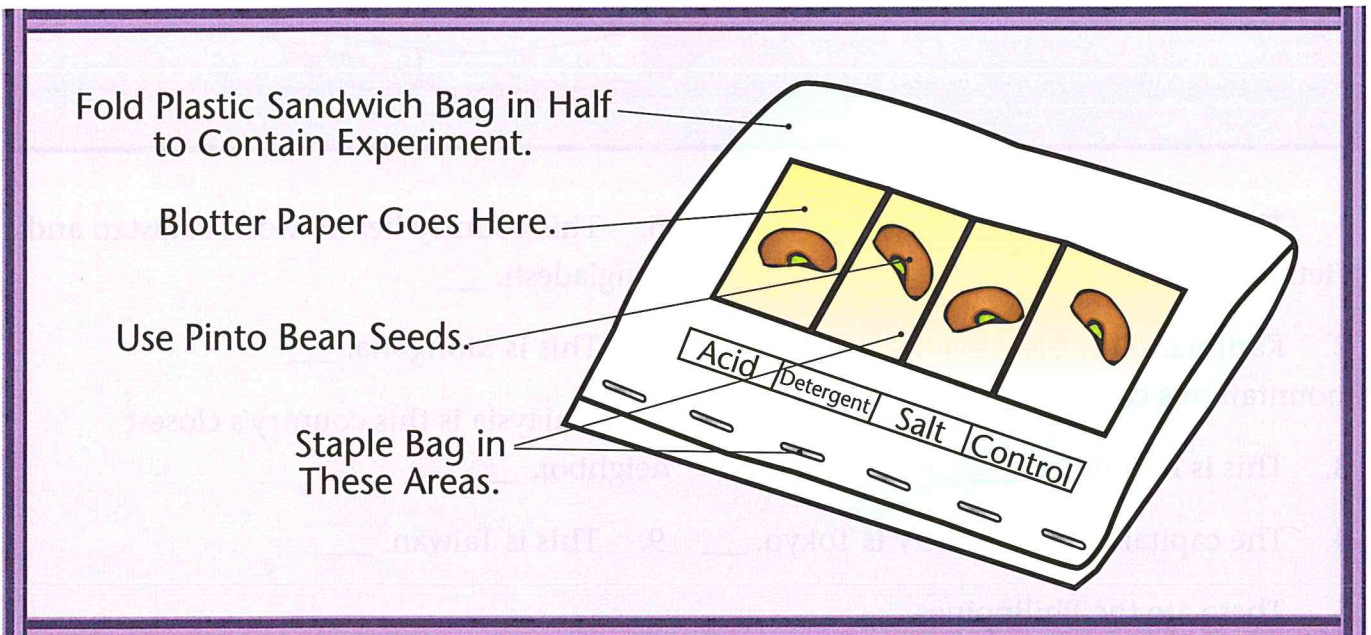
Examining the Effects of Pollution on Germination. In this experiment, you will discover the effects of some pollutants on the germination of seeds.

Materials:

- | | |
|--|------------------|
| scissors | blotter paper |
| plastic sandwich bag | medicine dropper |
| glass-marking pencil | stapler |
| forceps or tweezers | masking tape |
| 4 pea or bean seeds that have been soaked in water and in solutions of acid, detergent, and salt | |

Procedure:

1. To prepare the solutions: acid—add vinegar to water; detergent—3 parts detergent to 1 part water; salt—10% salt solution. Soak the pea or bean seeds in the solutions overnight.
2. Use your scissors to cut a strip of blotter paper 4 cm wide and 16 cm long.
3. Use the glass-marking pencil to divide the strip into four equal sections. Then, label the first section Acid; the second, Detergent; the third, Salt; and the fourth, Control.
4. Now place the blotter paper in the bottom of the sandwich bag.
5. Use the forceps to remove a pea/bean from each solution. Place each seed in the corresponding section on the blotter.
6. Take the medicine dropper and thoroughly moisten the blotter paper with water.
7. Fold the bag carefully over the blotter paper and pea/bean seeds. Do not disturb the seeds. Use your stapler to place a row of staples between each pea/bean seed in order to secure the seed within its section.
8. Place the sandwich bag in an area where it will not be disturbed for 5 days.
9. You will need to watch the seeds each day for evidence of germination. Prepare a data table, and record your observations each day.



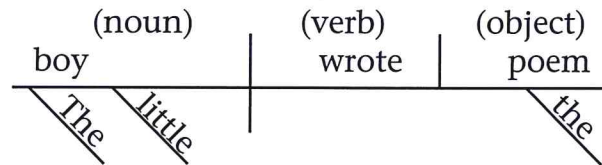


Standard English is the most widely recognized form of English. It is used in formal situations, such as speeches and compositions for school, and in informal situations, such as conversation and everyday writing. Read the following groups of sentences and choose the letter of the sentence that contains an error.

- | | |
|--|---|
| <p>___ 1. A. They bought themselves new shirts.
B. Use less sugar.
C. The bubble busted.</p> <p>___ 3. A. This here bicycle is broken again.
B. I just bought those two new books.
C. Try to enjoy the movie.</p> <p>___ 5. A. She behaved bad.
B. They left less juice for Ted.
C. Jan herself bought that tie.</p> <p>___ 7. A. They have a long way to go.
B. That magazine has fewer pages.
C. Your my friend.</p> | <p>___ 2. A. He looks somewhat hungry.
B. Do as the teacher does.
C. Will you learn me how to water ski?</p> <p>___ 4. A. It's stormy.
B. I know how come she left today.
C. My father used to play the piano.</p> <p>___ 6. A. The chair broke.
B. Misty could of come.
C. She sat down.</p> <p>___ 8. A. He looks as though he is tired.
B. Their are not enough cushions.
C. He sang well.</p> |
|--|---|

Diagramming Sentences. A sentence diagram is a picture of how the parts of a sentence fit together. Read the following sentences, and then diagram them in the space provided.

Example: The little boy wrote the poem.



9. Erin enjoyed the plane ride.
10. Copenhagen is a great city.
11. Heather and Kevin read the book.
12. Did you go on the trip to Oslo?
13. The little baby cried loudly on the boat.
14. She looks a little tired.



Fraction and Decimal Equivalents

Rename each of the fractions as the decimal equivalent. In the case of a terminating decimal, use the number to the last place value. Where the decimal is repeating, you may round it to the nearest hundredth.

1. $\frac{1}{3} = \text{---}$

2. $\frac{1}{6} = \text{---}$

3. $\frac{7}{8} = \text{---}$

4. $\frac{3}{5} = \text{---}$

5. $\frac{5}{8} = \text{---}$

6. $\frac{2}{3} = \text{---}$

7. $\frac{7}{9} = \text{---}$

8. $\frac{6}{12} = \text{---}$

Rename each decimal as its fractional equivalent.

9. $.8 = \text{---}$

10. $.78 = \text{---}$

11. $.9 = \text{---}$

12. $.57 = \text{---}$

13. $.06 = \text{---}$

14. $.12 = \text{---}$

15. $.26 = \text{---}$

16. $.43 = \text{---}$

Fill in the blank with the correct number.

17. $\frac{1}{5}$ is equal to _____ tenths.

18. $.72$ is equal to this fraction: _____.

19. $\frac{4}{5}$ is equal to _____ tenths.

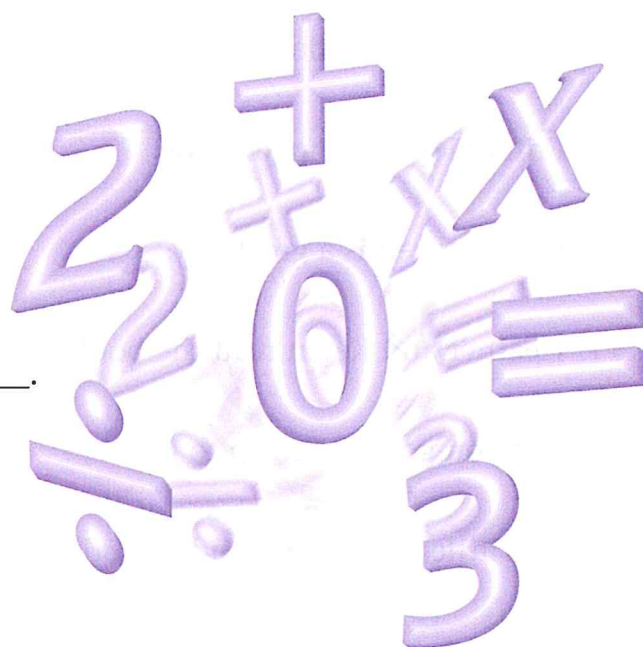
20. $\frac{2}{5}$ is equal to _____ tenths.

21. 1.25 is equal to this mixed number : _____.

22. $.03$ is equal to this fraction: _____.

23. $\frac{2}{9}$ is equal to _____ hundredths.

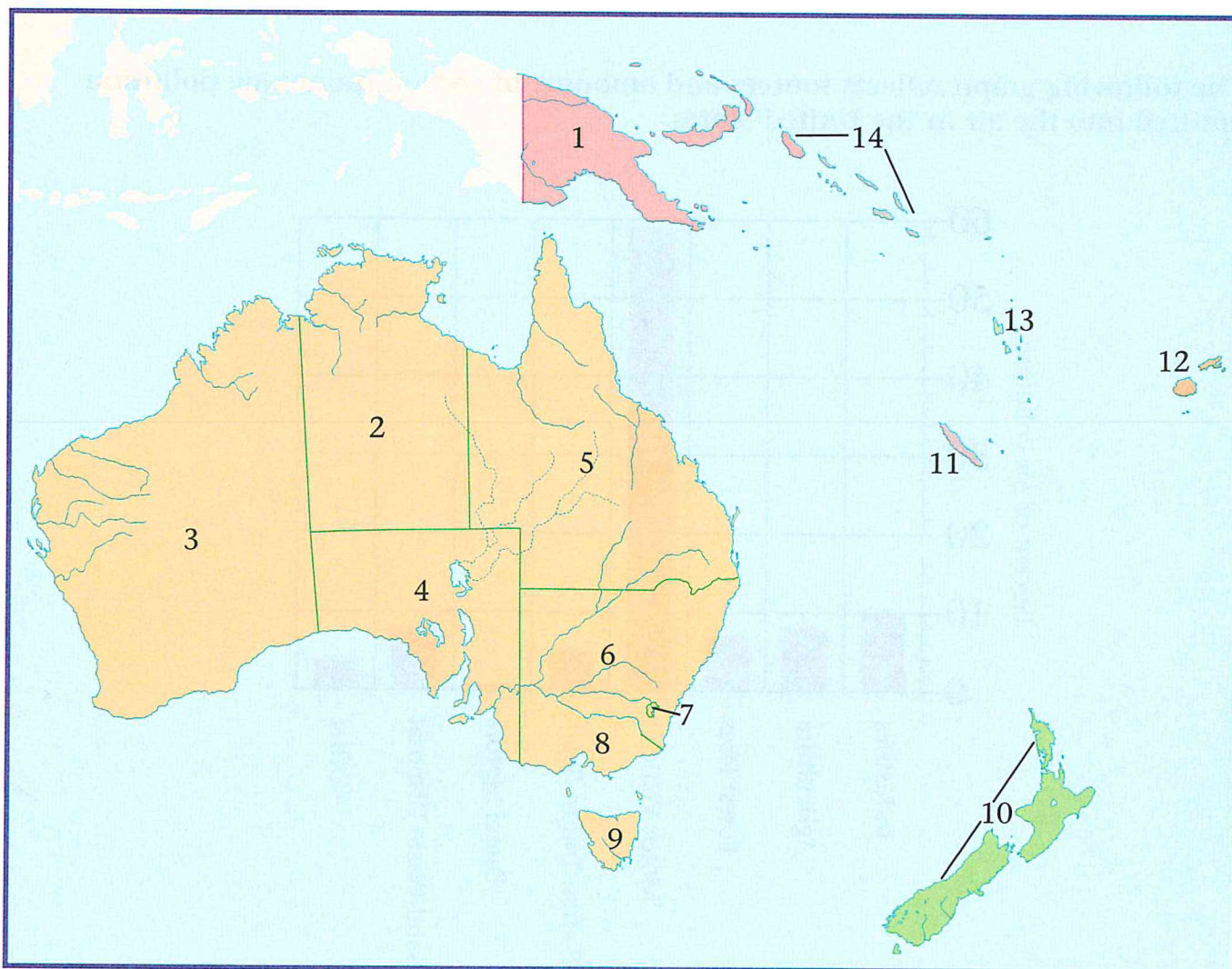
24. $\frac{3}{7}$ is equal to _____ thousandths.





Match the numbers from the map to the list below.

Oceania



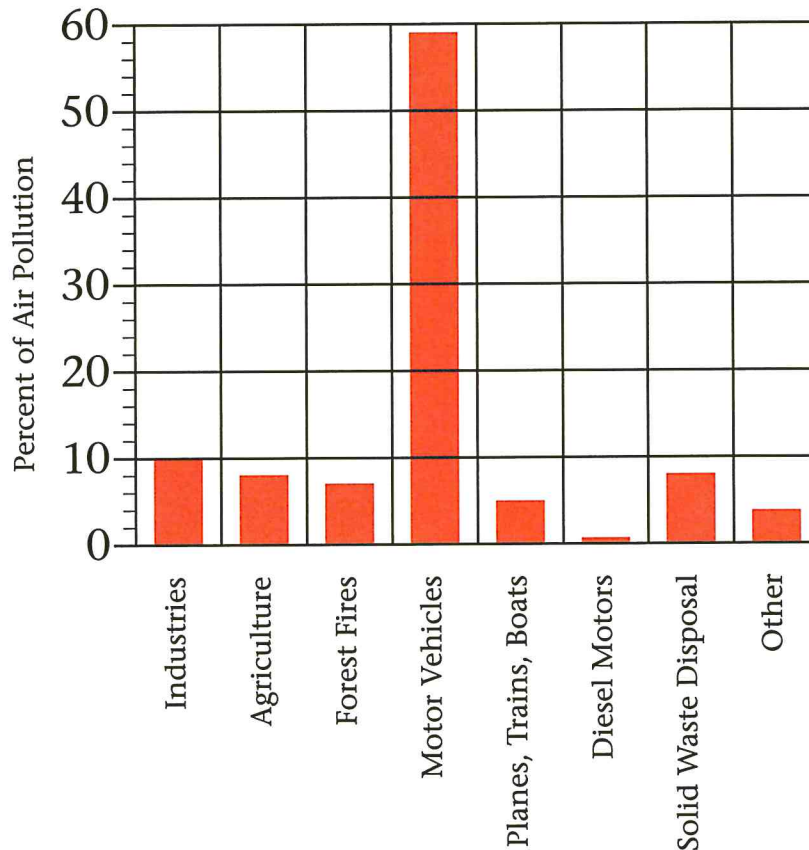
- | | | |
|----------------------------|---------------------------|--------------------------|
| A. New Zealand ____ | F. New Caledonia ____ | K. Tasmania ____ |
| B. Northern Territory ____ | G. Western Australia ____ | L. Fiji ____ |
| C. Victoria ____ | H. Solomon Islands ____ | M. Papua New Guinea ____ |
| D. Vanuatu ____ | I. South Australia ____ | N. New South Wales ____ |
| E. Queensland ____ | J. Capital Territory ____ | |





Pollution. Everyone seems to agree that *pollution* is a bad word. Pollution is the release or introduction into the environment of materials or substances that change the environment. How do you and your family contribute to pollution on Earth? How is your family finding ways to curb pollution?

The following graph reflects sources and amounts of carbon monoxide pollution emitted into the air in the United States.



Use the graph to answer the following questions.

1. Which source is the greatest contributor to pollution? _____
2. Which source is the smallest contributor of pollution? _____
3. What percent does agriculture add to the overall pollution in the U.S.? _____
4. Which source emits about 9.7% of the carbon monoxide into the air? _____
5. Can you think of ways to decrease the percentage of motor vehicle emissions?

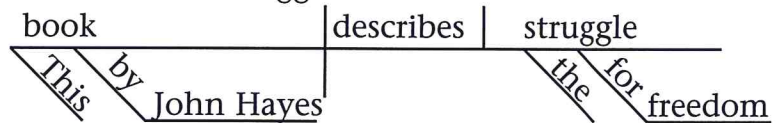


Commas. Read the sentences below. Insert any commas where needed.

1. For lunch we are having fish French fries and lemonade.
2. The boat is heading toward Copenhagen Denmark.
3. If we miss the train in Seattle let's rent a car.
4. There were twenty-three people invited to the party but Erin said only twenty people actually came.
5. Do they still live at 101 Oak Street Decatur Alabama?
6. Heather do you want to go with us on the excursion?
7. Down the lonely dusty road we could see the sun slowly setting on the horizon.
8. The oldest member of the class is Donna who was born on July 2 1988.
9. Dr. Timothy Sanders M.D. has an office in Atlanta Georgia.

Diagramming. As you diagram the following sentences, pay special attention to the placement of prepositional phrases. These phrases can describe nouns, adjectives, or adverbs.

Example: This book by John Hayes describes the struggle for freedom.



10. Mark Twain told his audiences stories about his life on the Mississippi River.
11. Tell us the story of your rescue.
12. San Marino, in the mountains of Italy, is sixteen centuries old.
13. Was Davy Crockett one of the defenders of the Alamo?



The best tip for remembering percentages is to think “percent means hundredths.” This makes it easier to convert to decimals and fractions and vice versa.

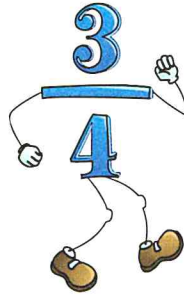
Example: 75% is also $\frac{75}{100}$ (or simplified to $\frac{3}{4}$), and the decimal is 0.75.

1. $\frac{3}{100} = \underline{\hspace{1cm}}\%$

2. $\frac{12}{100} = \underline{\hspace{1cm}}\%$

3. $\frac{25}{100} = \underline{\hspace{1cm}}\%$

4. $\frac{84}{100} = \underline{\hspace{1cm}}\%$



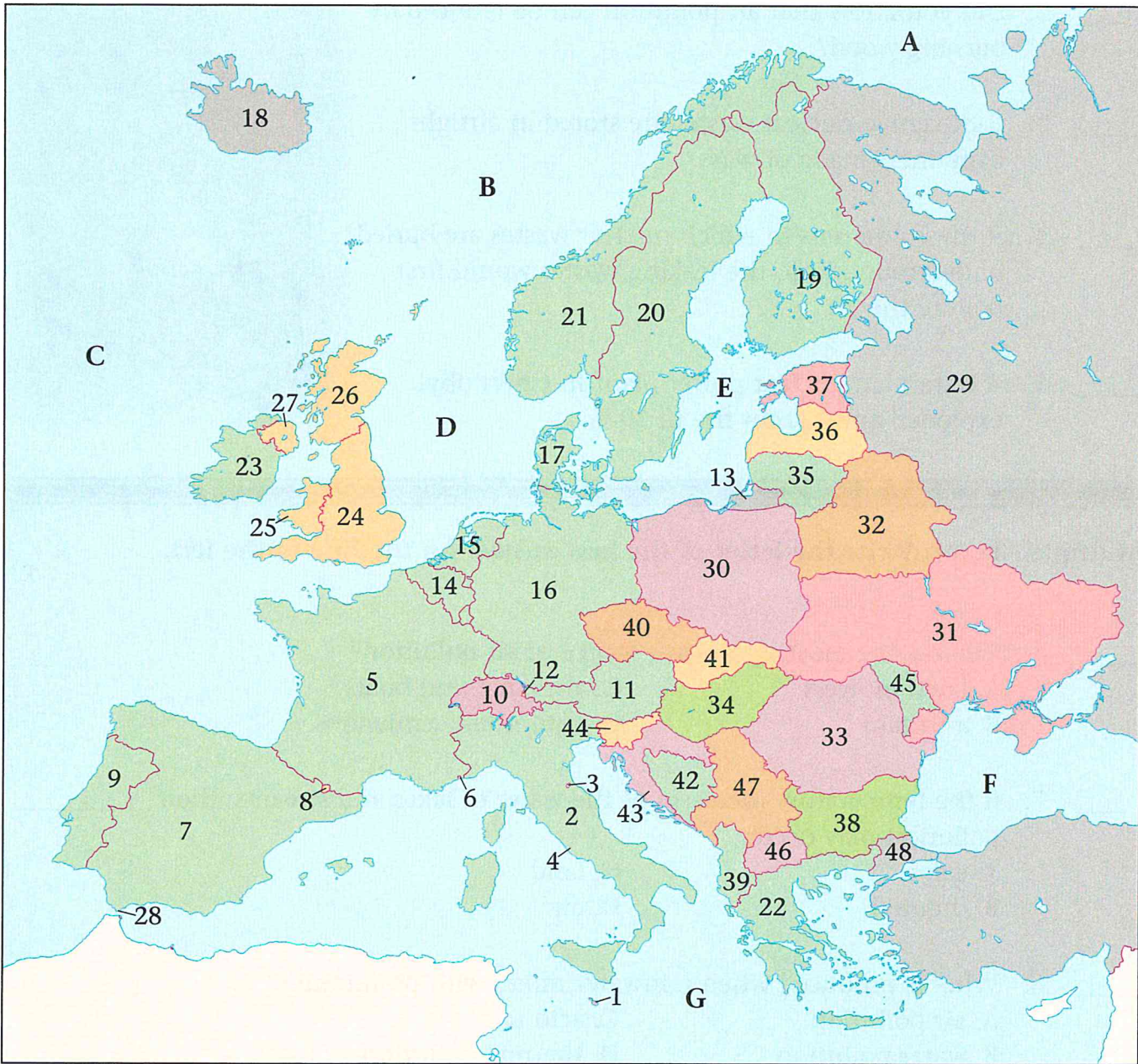
Fill in the table with the correct decimal, fraction, or percent.

	Percent	Fraction	Decimal
5.	17%	$\frac{17}{100}$	
6.		$\frac{39}{100}$.39
7.	77%		.77
8.	35%	$\frac{35}{100}$	
9.		$\frac{47}{100}$.47
10.	36%		.36
11.		$2\frac{4}{100}$	2.04
12.	138%		1.38
13.	765%	$7\frac{65}{100}$	
14.		$\frac{12}{100}$.12



Use the numbers from the map to fill in the blanks.

Europe

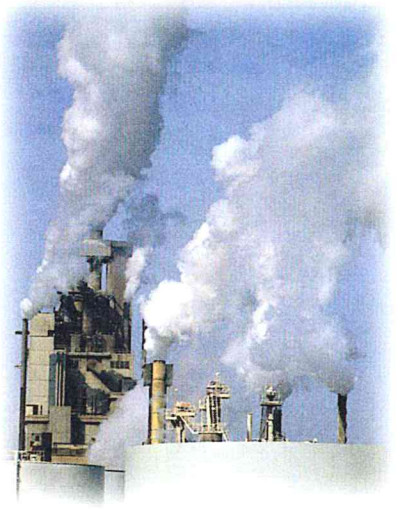


1. Croatia is located between these two countries. ___ and ___
2. This country shares borders with France, Germany, and the Netherlands. ___
3. This is Wales. ___
4. This is Portugal. ___
5. Prague is the capital of this country. ___
6. Athens is the capital of this country. ___
7. This is San Marino. ___
8. This country is between Poland and Hungary. ___
9. This country is bordered by Serbia to the west and Moldova to the east. ___
10. Sweden is between ___ and ___.



Pollution. Do you know? If the following statements are true, write T; if false, mark F.

- ___ 1. Acid rain may cause water pollution, land pollution, and air pollution.
- ___ 2. Did you know that air pollution can be reduced by burning wood?
- ___ 3. Radioactive nuclear wastes are stored in airtight containers made of glass.
- ___ 4. If the containers in which nuclear wastes are buried underground leak, the leaking wastes would first pollute the air.
- ___ 5. A Ukrainian nuclear power plant in Chernobyl exploded and caught fire in 1986.



Multiple Choice. Write the letter of the best answer on the line to the left.

- ___ 6. What is the most significant source of air pollution?
 A. lawn mowers C. airplanes and boats
 B. acid rain D. automobile emissions
- ___ 7. If the temperature increases in the water of lakes and streams, then _____ pollution may occur.
 A. solar C. land
 B. thermal D. air
- ___ 8. What is produced when rainwater mixes with pollutants?
 A. air pollution C. acid rain
 B. water pollution D. thermal pollution
- ___ 9. The Exxon *Valdez* was a (an)
 A. oil tanker. C. national park.
 B. army submarine. D. corporate airplane.
- ___ 10. Which one of the following is not a fossil fuel?
 A. coal C. oil
 B. nitrogen oxide D. natural gas



Reading Comprehension. Read the following story by Rafael Martins, and then answer the questions that follow.

THE SURPRISE

It began as an ordinary day for Mark, an eleven-year-old boy, who had just gotten out of school for the day. His best friend, Daniel, was walking with him. "Hey Mark," said Daniel, "wanna go to my house for a while and play hoops?"

"Nah, my dad was going to show me a surprise today after school, so I'm going straight home to find out what it is," exclaimed Mark.

"Oh," mumbled Daniel, "will you call me when you find out what it is?"

"Sure."

"I'll be waiting by the phone," yelled Daniel, walking away. "See ya."

"Bye!" yelled Mark. "Hmm, I wonder what Dad's surprise is?" he thought to himself, pondering all kinds of things.

As he was walking along, a black car pulled up from the adjacent street and began following Mark. Noticing, Mark thought, "I wonder why he's following me?"

Becoming a little unsure, Mark started walking off course and headed back to his school. But the car followed. Mark turned left and right on every street, but the car continued behind him. Beginning to worry, Mark picked up his pace and began to jog. The car sped up.

Trying to look back to determine who was driving the car, Mark could only see tinted windows and a shadowy figure. This is when he started to panic. In a split second he ran through a stranger's backyard and jumped over the fence. Then he hid behind a bush and quietly watched the car speed by the house.

He stayed near the bush for a few minutes just to make sure the suspicious car did not come back. And it didn't.

Finally, with caution, Mark sprinted across the street and ran all the way to his neighborhood. On every corner he would watch for any sign of the car. Furthermore, he avoided the main street by walking through his neighbors' backyards.

When he was within three blocks of his house, he began to run as fast as he could. When he arrived at his house, he couldn't believe his eyes. The black car was stationed in his driveway. Mark stopped, holding his breath. The car door opened. Again, he couldn't believe his eyes. It was his dad getting out of the car. "Surprise," his dad shouted to Mark.

"Dad?" Mark said in amazement and shock.

"I went to pick you up after school in the new car, but you ran off. I couldn't find you, and then I couldn't catch you," his dad said, laughing.

"Phew!" Mark sighed.

"Hop in! I'll take you on a little ride around town," his dad said, smiling.

"Thanks, Dad," Mark said, getting in and feeling secure once again.

1. Where did Daniel want to go to play hoops? _____
2. How did Mark finally get home? _____
3. What was the surprise? _____
4. What color is the car? _____
5. Why did Mark act strangely on his way home from school? _____
6. Do you think the dad was right in following Mark in the car? Why or why not? _____



Using Percentages

Percentages help us find portions of amounts, such as taxes, discounts, or interest. They are computed as decimal numbers, and often they are found in phrases using “of,” which means multiply.

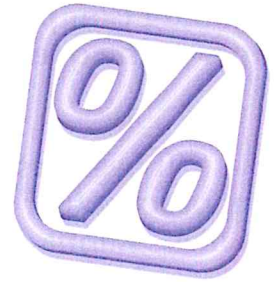


Figure the amounts with the information given.

- | | |
|-----------------------|-----------------------|
| 1. 36% of 400 = _____ | 2. 40% of 56 = _____ |
| 3. 20% of 75 = _____ | 4. 78% of 975 = _____ |
| 5. 12% of 84 = _____ | 6. 29% of 530 = _____ |
| 7. 45% of 99 = _____ | 8. 72% of 100 = _____ |

Figure the discount price.

- Mary went to a store to buy a coat. The price was \$180.00. The sale sign indicated that it was on sale for 30% off the original price. What is the price of the coat before tax?
- Wade bought a weight bench on sale for \$175.00. It was originally \$300.00. What was the percent discount?
- Mark bought a car for \$34,900.00. The tax on the car was 5%. After tax, what was the total price of the car?
- Bob received a letter from a company indicating he would be getting a 5% dividend on his stock. He has \$4,800.00 worth of stock with the company. How much will his dividend payment be?



Using Latitude and Longitude. *Latitude* measures the number of degrees and direction (north or south) of the equator a place is located. *Longitude* measures the number of degrees and direction (east or west) of the prime meridian a place is located. Use a colored pencil to trace and label the equator and the prime meridian. Use a different colored pencil to trace and label the Arctic and Antarctic Circles, the tropics of Cancer and Capricorn, and the International Date Line (assume that it follows one line of longitude).

For each latitude and longitude below, (1) locate and label the city on the map on page 114, and (2) place the name of the city in the blank below. Use your atlas to help accomplish this task.

City	Latitude	Longitude
1. _____	30°N	31°E
2. _____	41°S	175°E
3. _____	34°S	18°E
4. _____	52°N	13°E
5. _____	33°N	117°W
6. _____	42°N	87°W
7. _____	22°N	114°E
8. _____	49°N	2°E
9. _____	40°N	116°E
10. _____	35°S	58°W

For each city listed below, (1) plot and label the city on the map on page 114, and (2) record the latitude and longitude on the chart below. Again use your atlas.

City	Latitude	Longitude
11. Rio de Janeiro	_____	_____
12. London	_____	_____
13. Bombay	_____	_____
14. Johannesburg	_____	_____
15. Tokyo	_____	_____
16. Mexico City	_____	_____
17. Rome	_____	_____
18. Moscow	_____	_____
19. Los Angeles	_____	_____
20. New York City	_____	_____



Conserving Resources on Earth

Choose the word in the word group that does not belong. As you think of which word to eliminate, think in terms of conservation and the earth's resources.

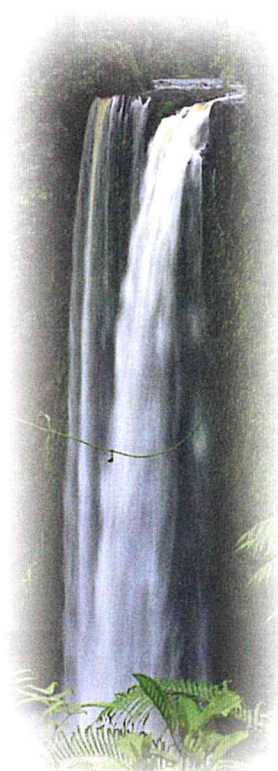
1. A. coal C. natural gas
 B. oil D. solar energy
 Reason: _____

2. A. bicycle C. bus
 B. subway D. train
 Reason: _____

3. A. reused resources C. renewable resources
 B. recycled resources D. nonrenewable resources
 Reason: _____

4. A. water C. buildings
 B. oil D. air
 Reason: _____

5. A. air C. thermal
 B. water D. land
 Reason: _____



Match the following words on the left with the statements on the right.

- | | |
|--------------------------|--|
| _____ 6. oil | A. a poisonous emission |
| _____ 7. aluminum | B. one way the solid waste problem can be reduced |
| _____ 8. carbon monoxide | C. fuel that cannot be easily replaced by nature |
| _____ 9. acid rain | D. one substance that can be recycled |
| _____ 10. recycling | E. formed when water vapor in the air mixes with sulfur oxides |



Underlining, Quotation Marks, Hyphen, and Dash. Read the following sentences, correctly punctuating each one. Make sure the quotation marks are in the correct place relative to other marks of punctuation.

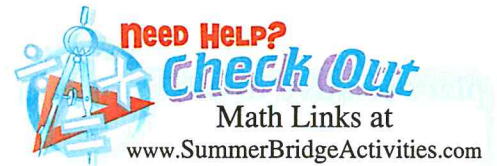
1. The first chapter in Walden is entitled Economy.
2. As a babysitter I have read the children's book The Little Mermaid at least ten times.
3. Leave your binoculars at home, suggested Mrs. Haynes. Your ears will be more helpful than your eyes on this field trip.
4. Our family is planning to take a week's vacation in mid July to visit Yellowstone Park.
5. Curtis Mr. Williams, I mean will be our new principal at the high school next year.
6. At eight o'clock this morning, said the reporter, someone broke into the bank and escaped with 10,000 dollars.
7. The word Tennessee has four e's, two n's, and two s's.
8. The name of our overnight ferry from Copenhagen to Oslo was the Scandinavian Queen.

Colons and Semicolons. Read the following sentences, and on the lines provided write the word(s) in each sentence where a colon or semicolon is required.

- _____ 9. In 1906 one of the worst earthquakes in history occurred in the Pacific Ocean off South America its Richter scale measurement was 8.9.
- _____ 10. If you are going to bake the cake, you'll need several other items chocolate, eggs, sugar, sour cream, and flour.
- _____ 11. From 7 00 A.M. until 8 00 P.M., Eric sells school supplies in the room next to the front office.
- _____ 12. I have received postcards from Budapest, Hungary Sydney, Australia, and London, England.
- _____ 13. Laura felt shy in the new class however, she soon made some new friends.
- _____ 14. Samantha likes to act her older brother gets stage fright.
- _____ 15. The minister, priest, and rabbi discussed Genesis 1 26 and 3 14.



Interest



Interest is money paid for the use of money from a bank or other lender. The *principal* is the amount of money borrowed. The *rate* is the percentage established by the lender to calculate the amount of interest the borrower will owe. The *time* is the duration of the loan. For the purpose of this activity, all of the interest is based on a yearly basis. The formula to find accrued interest is $P \times R \times T = I$ (Principal \times Rate \times Time = Interest).

Use the formula above to find the amount of interest for each scenario below and to fill in the chart.

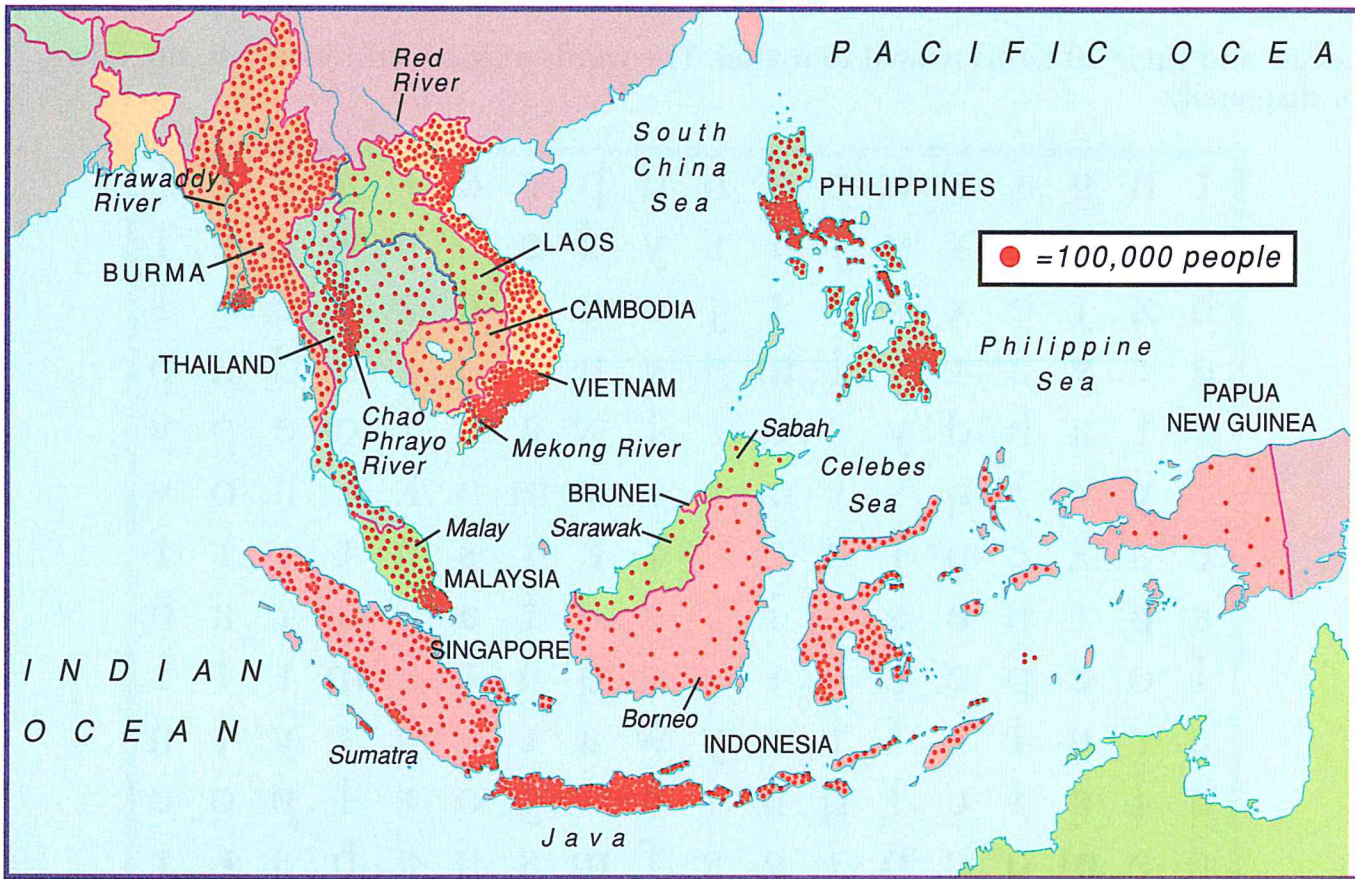
1. Mr. Gaddy bought a new car for \$65,000.00. He financed the car at a rate of 12% for 4 years. How much will the interest be on this loan?
2. Mrs. Lee purchased a new house for \$187,000.00 and financed it for 30 years. Her bank gave her an interest rate of 8%. What will be the amount of interest she will pay the bank on this loan?
3. Mr. Keung has a credit card with a bank that charges 18% interest. He has carried \$500.00 on the card for 1 year. How much interest has he paid on the \$500.00 in this 1 year?

Using the formula, make the necessary computations for the missing items in the chart.

PRINCIPAL	RATE	TIME	INTEREST
\$200.00	5%	3 years	\$30.00
1. \$830.00	4%	2 years	
2. \$64.00	8%	1 year	
3. \$1,200.00	6%	5 years	
4. \$300.00	9%	4 years	
5. \$424.00	7%	2 years	
6. \$78.00	4%	1 year	
7. \$650.00	9%	1 year	
8. \$2,000.00	5%	6 years	
9. \$1,800.00	11%	4 years	
10. \$25,000.00	16%	15 years	
11. \$450,000.00	18%	30 years	
12. \$7,500.00	21%	5 years	
13. \$32,000.00	15%	12 years	
14. \$1,000,000.00	28%	35 years	



Dot Map. One type of thematic map is a dot map. This map on population distribution in Southeast Asia uses dots to show clusters of population in the region. Each dot represents 100,000 people. Use the map below to answer these questions.



1. In continental Southeast Asia, around what geographic feature do populations cluster? _____
2. Name four major rivers of Southeast Asia. _____
3. According to the map, do more people live in Malaysia or Indonesia? _____
4. Which islands appear to be the most sparsely populated? _____
5. What specific area appears to have the greatest population density? _____
6. According to the map, which country has the greater population density, the Philippines or Indonesia? _____
7. Which countries in continental Southeast Asia appear to have the most even population distribution? _____
8. What do the dots on the map signify? _____



Day 9

Matter. Matter is anything and everything around you. It is what you see and often what you cannot see. Matter is the universe, plants, animals, soil, iron, oxygen, carbon monoxide, and air. However, all matter does have the general properties of mass, weight, volume, and density.

Locate and circle 20 terms related to matter. The words may be written across, up, down, or diagonally.

t	h	g	i	e	w	p	a	n	d	p	r	c	f	a	x	z	l
c	e	s	b	s	v	j	l	s	y	d	e	o	n	w	r	e	l
h	x	j	e	x	o	r	t	j	w	u	t	n	z	f	e	v	l
e	r	v	a	t	j	l	m	d	y	u	t	d	s	n	d	a	p
m	f	a	b	d	y	s	u	z	l	w	a	e	j	o	e	p	y
i	v	r	j	q	s	v	m	t	r	v	m	n	k	i	n	o	v
c	a	z	e	p	l	b	e	u	i	c	t	s	h	t	s	r	f
a	p	t	b	e	s	o	l	i	d	o	f	a	y	a	i	a	h
l	o	e	p	c	z	d	t	c	n	q	n	t	f	m	t	t	i
c	r	u	l	t	f	i	i	y	w	a	t	i	g	i	y	i	n
h	i	e	i	c	i	q	n	i	a	w	j	o	r	l	p	o	e
a	z	m	q	c	p	i	g	g	f	m	s	n	a	b	s	n	r
n	a	u	u	z	l	z	p	r	p	a	d	n	v	u	x	g	t
g	t	l	i	k	a	i	o	i	k	o	m	a	i	s	o	a	i
e	i	o	d	u	s	o	i	q	z	n	i	r	t	x	o	s	a
w	o	v	p	t	m	t	n	h	q	o	n	n	y	e	w	c	n
h	n	u	c	d	a	l	t	o	m	q	b	h	t	m	a	s	s
d	s	l	s	t	n	i	o	p	g	n	i	l	i	o	b	v	o

Word Bank

- | | | | |
|---------|--------|-----------------|----------------|
| matter | solid | weight | melting point |
| mass | liquid | boiling point | freezing point |
| inertia | gas | evaporation | vaporization |
| gravity | plasma | condensation | sublimation |
| density | volume | chemical change | solution |



Writing a Business Letter. Study the business letter below, and then answer the questions that follow.

- (1) Angela Taylor
 (2) 108 West Pine Street
 (3) Portland ME 04104
 (4) June 1, 1998
- (5) Forest Service
 (6) U.S. Department of Agriculture
 (7) Washington D.C. 20250
- (8) Dear Sir or Madam,
- (9) My seventh grade class is doing research on national forests in
 (10) America. I have been assigned to find out what forests are located in
 (11) North Carolina. My teacher suggested I write to your department.
- (12) If you can send me any information on national forests in North
 (13) Carolina, I would appreciate it very much. Thank you.
- (14) sincerely.
- (15) Angela T.

Questions

- ___ 1. In lines 1, 2, 3, and 4, there are errors in two lines. In what lines are the errors?
 A. lines 1 and 4
 B. lines 1 and 3
 C. lines 2 and 3
 D. lines 2 and 4
- ___ 2. Which corrects the error in line 5, 6, or 7?
 A. U.S., Department of Agriculture
 B. Forest Service:
 C. Washington, D.C.
 D. no error
- ___ 3. There are two errors in lines 8, 12, and 13. Choose the corrections below.
 A. Madam: and no indent line 12
 B. Dear, Sir: and indent line 12
 C. Sir; and indent line 12
 D. no error in line 8 and indent line 12
- ___ 4. Choose the corrections for lines 14 and 15
 A. Sincerely. and Angela Taylor
 B. Sincerely, and Angela T.
 C. sincerely, and Angela Taylor
 D. Sincerely, and Angela Taylor



Geometry.



Identify the following figures.

1.



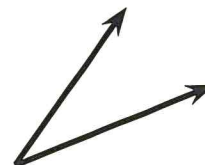
2.



3.

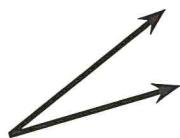


4.

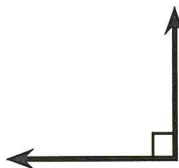


Identify the type of angle shown.

5.



6.



7.



8.

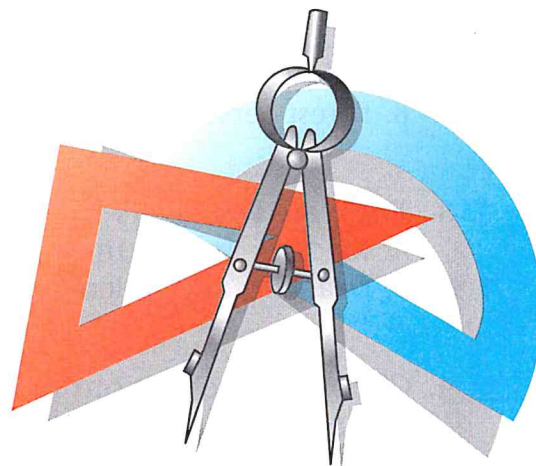


In the space below draw examples of the three types of triangles.

9. right

10. scalene

11. isosceles





Buying Big Burgers. Use the following Junior Achievement-generated chart to compare currency exchange rates between U.S. dollars and several other countries' currencies. Then use the exchange rates to calculate some specific conversions.

CURRENCY TRADING

Exchange Rates

Country	What Foreign Currency Equals in U.S. Dollars	What \$1 U.S. Equals in Foreign Currency
Australia	\$.57	1.77 dollars (Australian)
Chile	\$.0014	711 pesos
China	\$.12	8.35 yuan
France	\$ 1.01	.99 euros
Israel	\$.21	4.69 shekels

- Explain how the value of the Australian and U.S. dollars compare. _____

- Complete the Super Burger chart below. The first one has been completed as an example.

The Super Burger Chart

Your \$5	×	What \$1 U.S. Equals in Foreign Currency	=	What \$5 U.S. Equals in Foreign Currency	-	Cost of Super Burger in Foreign Currency	=	Your Change in Foreign Currency	×	What Foreign Currency Equals in U.S. Dollars	=	Your Change in U.S. Dollars	Cost of Super Burger in U.S. Dollars
A. U.S. \$5	×	1.77 dollars (Australian)	=	8.85 dollars (Australian)	-	2.72 dollars (Australian)	=	6.13 dollars (Australian)	×	\$.57	=	\$3.49	\$1.51
B. U.S. \$5	×	711 pesos	=	_____ pesos	-	1700 pesos	=	_____ pesos	×	\$.0014	=	\$2.60	_____
C. U.S. \$5	×	8.35 yuan	=	41.75 yuan	-	9.6 yuan	=	_____ yuan	×	\$.12	=	\$3.86	_____
D. U.S. \$5	×	.99 euros	=	4.95 euros	-	3 euros	=	1.95 euros	×	\$1.01	=	\$_____	_____
E. U.S. \$5	×	4.69 shekels	=	_____ shekels	-	12.5 shekels	=	10.95 shekels	×	\$.21	=	\$2.30	_____



What Matters? Stretch your brain matter to see if you know the answers to the following questions or statements.



1. Define *mixture*, *solution*, and *element*.
2. Since oil does not dissolve in water, it is said to be _____.
3. What is a compound?
4. What is the difference between an atom and a molecule?
5. What is the chemical equation for water?
6. What are 3 main subatomic particles found in atoms?
7. What determines the atomic number of an element?
8. What determines the mass number of an element?
9. Where are electrons found in the atom?
10. Gold has an atomic number of 79. What does the 79 mean?





Research Paper. Study the following three parts of a research paper: outline, parenthetical documentation, and works cited. Answer the questions that follow each part.

I. OUTLINE

REDISCOVERING THE TITANIC

- I. Maiden Voyage
- II. Disaster on the Ocean
 - A. Iceberg
 - B. Flooding
 - C. Lifeboats
- III. Discovery in the Ocean
 - A. Jason, Jr., was the underwater robot.
 - B. New Information
- IV. Hollywood Movie

1. What do we call the topics *Maiden Voyage*, *Disaster on the Ocean*, *Discovery in the Ocean*, and *Hollywood Movie*? _____
2. Should the V in *Voyage* in Part I and the O in *Ocean* in Part II be capitalized? _____
3. The two topics under Part III are incorrectly written. How would you write them correctly? _____

II. PARENTHETICAL DOCUMENTATION

In just a matter of minutes, I went from remembering a night of great celebration and happiness to one of great fear and terror (White 85).

4. What does the 85 represent in the example above? _____
5. What does the word *White* represent in the same example? _____

III. WORKS CITED

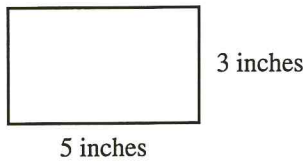
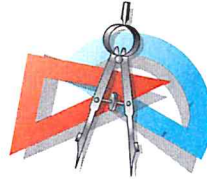
Murphy, Jamie. "Down into the Deep." Time
11 Aug. 1986: 48–54.

6. Who is *Murphy, Jamie* in the Works Cited example above? _____
7. What does *48–54* stand for in the example above? _____
8. What is the name of the article from which information was taken for the example above? _____

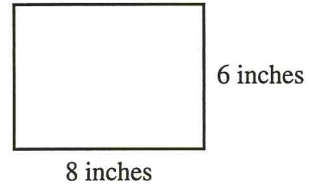


Perimeter and Surface Area

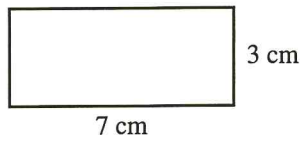
Find the perimeter and area of each figure.



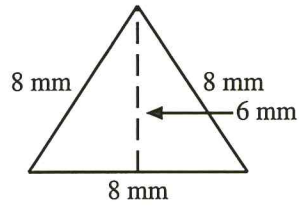
- 1. perimeter _____
- 2. area _____



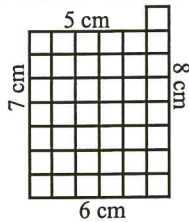
- 3. perimeter _____
- 4. area _____



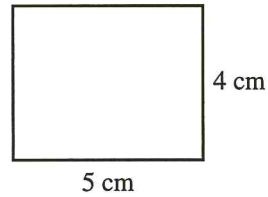
- 5. perimeter _____
- 6. area _____



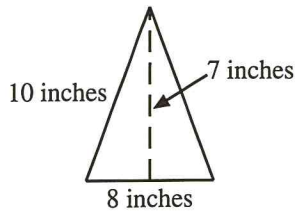
- 7. perimeter _____
- 8. area _____



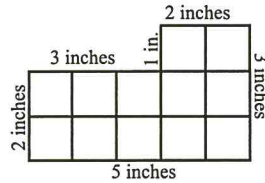
- 9. perimeter _____
- 10. area _____



- 11. perimeter _____
- 12. area _____



- 13. perimeter _____
- 14. area _____



- 15. perimeter _____
- 16. area _____

In the space below, draw a cube, a cone, and a pyramid.

Cube

Cone

Pyramid



World Landmarks. The answer for each world landmark trivia question is contained in the word search. Words may be written across, up, down, or diagonally.

Word Bank

- Taj Mahal
- Statue of Liberty
- Great Pyramid at Giza
- Parthenon
- Angkor Wat
- Tenochtitlan
- Brasilia
- Kremlin
- Chichen Itza
- Vatican City
- Great Wall of China
- Stonehenge
- CN Tower
- Machu Picchu
- Panama
- Sydney Opera House

q p a n a m a x e j t a j m a h a l
 s r l b a j u h s a u f o r x x n w
 t o v e z n a l t i t h c o n e t b
 g f q w e n o n e h t r a p x n b m
 b v v a t i c a n c i t y t u c u h
 q i n h q s o y r p i n i l m e r k
 f e s u o h a r e p o y e n d y s a
 g r e a t p y r a m i d a t g i z a
 i q k l r s t o n e h e n g e w w f
 n o b s t a t u e o f l i b e r t y
 x v b m b d l c n t o w e r l f q i
 m g r e a t w a l l o f c h i n a r
 e l x u f b l s x t a w r o k g n a
 y a z t i n e h c i h c n x p p v m
 f u j n x u h c c i p u h c a m h j
 m u z t r q k u i o a v e b i k z j
 j w q p u x p s g y p k v o z d h g
 u i f g b z x m m b r a s i l i a w



1. _____ was the capital of the Aztec Empire.
2. The "Green Lady" stands as a symbol of freedom in New York Harbor. _____
3. The _____ Canal is 50 miles long and 10 miles wide and connects the Atlantic and Pacific Oceans.
4. The ancient Inca city located in the Andes Mountains is _____.
5. _____ is the tallest free-standing structure in Canada.
6. _____ was a Mayan city built on Mexico's Yucatan Peninsula.
7. This South American national capital began construction in 1956 and is built in the shape of an airplane. _____
8. The world's smallest independent country is _____.
9. _____ is the most famous of Great Britain's stone rings.
10. _____ is the famous Greek temple dedicated to the goddess Athena.
11. This building is the center of Russian government. _____
12. The temple at the center of the Khmer Empire in Cambodia is _____.
13. This human-constructed structure is visible from space. _____
14. _____ is Australia's single most important architectural structure.
15. This Indian mausoleum is believed to be one of the most perfectly symmetric buildings in the world. _____
16. _____ is the tomb of Cheops.



The Periodic Table. Do you know your symbols for the elements?

Which element does each symbol stand for?

A crossword puzzle grid with 19 numbered starting points for words. The grid is composed of white squares for letters and empty spaces. The numbers are: 1 (top right), 2 (top right), 3 (top middle), 4 (top middle), 5 (top middle), 6 (middle left), 7 (middle left), 8 (middle right), 9 (middle left), 10 (middle right), 11 (middle right), 12 (bottom left), 13 (bottom left), 14 (bottom middle), 15 (bottom left), 16 (bottom middle), 17 (bottom middle), 18 (bottom middle), and 19 (bottom left).

Across

- 3. Cl
- 6. Ag
- 9. Ne
- 10. Ni
- 12. O
- 16. Ra
- 18. U
- 19. Na

Down

- 1. Kr
- 2. Pb
- 4. H
- 5. Hg
- 7. Fe
- 8. Ca
- 11. Cu
- 13. Au
- 14. He
- 15. K
- 17. Al



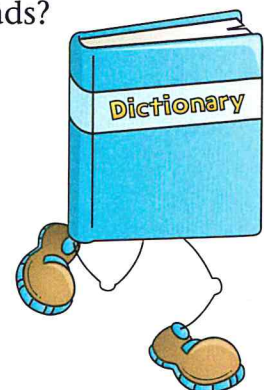
Word Bank

- | | | | |
|----------|----------|-----------|---------|
| aluminum | helium | mercury | radon |
| calcium | hydrogen | neon | sodium |
| chlorine | iron | nickel | silver |
| copper | krypton | oxygen | uranium |
| gold | lead | potassium | |



Library and Reference Materials. Answer the following questions about using the library and reference materials found in the library.

- ___ 1. In which reference book would you look for general information? (It has multiple volumes and articles arranged alphabetically by subject.)
 A. general biographical reference C. almanac
 B. atlas D. encyclopedia
- ___ 2. If you wanted to find information on a particular short story, in which source would you look?
 A. books of quotations C. literary reference
 B. encyclopedia D. newspaper
- ___ 3. Suppose you were doing an inquiry paper or research paper on cloning. Which source would you use for up-to-date information?
 A. *Reader's Guide to Periodical Literature* C. *Bartlett's Book of Quotations*
 B. *Compton's Encyclopedia* D. *The International Who's Who*
- ___ 4. If you were considering a vegetable garden this spring and you wanted to make sure you planted your peas and watermelons at the right time of the year, in which source would you look for such information?
 A. *National Geographic Atlas of the World* C. *American Men and Women of Science*
 B. *The World Book Encyclopedia* D. *The World Almanac and Book of Facts*
- ___ 5. If you wanted to find a word or phrase that means the same as *somber*, in which source would you look?
 A. telephone directory C. encyclopedia
 B. newspaper D. thesaurus
- ___ 6. In a book, where do you find the title, author, and publication information?
 A. table of contents C. title page
 B. glossary D. index
- ___ 7. In which section of the newspaper would you find Help Wanted ads?
 A. front page C. sports section
 B. entertainment section D. classified section
- ___ 8. Of the following words, which one would appear first in the dictionary?
 A. overshoe C. overshadow
 B. overshoot D. overshoot





Positive and Negative Numbers

Positive and negative numbers are also called *integers*. For every positive number there is an opposite, negative number. They are equidistant from 0 in the opposite directions on the number line. These numbers carry either the negative sign (-) or a positive sign (+). When a number appears with no sign, it is considered positive. Sometimes using a number line is helpful when working with integers.

Write the opposite term.

1. -3 _____ 2. -14 _____ 3. -10 _____ 4. 30 _____

5. -2 _____ 6. 89 _____ 7. -56 _____ 8. -165 _____

When adding or subtracting integers, it is important to pay attention to the signs.

9. $-4 + 3 =$ _____ 10. $5 + 9 =$ _____ 11. $8 + (-10) =$ _____

12. $-15 - 7 =$ _____ 13. $12 + (-7) =$ _____ 14. $3 + (-8) =$ _____

15. $(-10) + (-14) =$ _____ 16. $2 + (-11) =$ _____ 17. $6 - (-18) =$ _____

18. $7 + (-3) =$ _____ 19. $6 + 8 =$ _____ 20. $9 + (-13) =$ _____

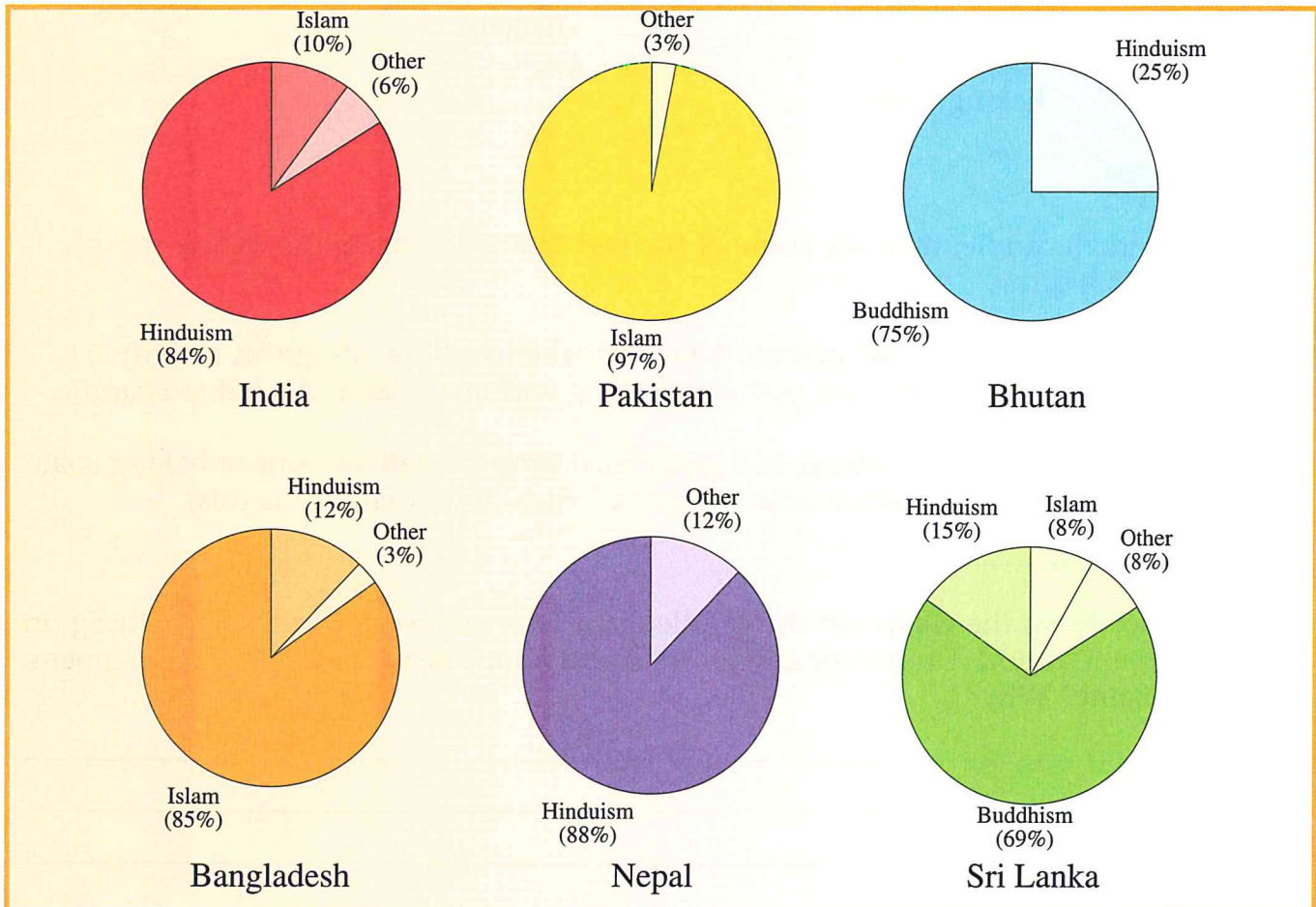
Using what you know about integers, solve the following by filling in the missing number.

21. $-4 + \underline{\quad} = 3$ 22. $\underline{\quad} - (8) = -18$ 23. $-15 + \underline{\quad} = -11$

24. $\underline{\quad} - (-6) = 10$ 25. $20 + (-7) = \underline{\quad}$ 26. $16 + \underline{\quad} = 12$



Reading a Circle Graph. Using the circle graphs below, compare the religions of South Asia. A circle, or pie, graph is used to show the relationship between a whole and its parts. A whole circle stands for 100%, and pieces, or wedges, of the circle stand for percentages of the whole. Study the graphs below; then answer the questions that follow.



- Followers of Islam make up 97% of the population of _____.
- _____ has few or no Hindus.
- The majority religion of Bhutan is _____.
- Ten percent of the population of _____ are followers of Islam.
- _____ has followers of all three major religions within its population.
- The country with the highest percentage of people who follow Hinduism is _____.
- The largest percentage of followers of other minority religions is in _____.
- _____ has about an equal number of followers of Islam and other minority religions.
- Which South Asian countries have more followers of Islam than any other religious groups? _____ and _____.



Physical and Chemical Changes. Carbon dioxide is a colorless, odorless gas that does not support burning. Though you cannot see carbon dioxide, you can prove it is present. You can easily make carbon dioxide by mixing vinegar and baking soda.

Materials:

candle
small dish
baking soda

vinegar
glass

Procedure:

1. Light a small candle; then use some of the wax from it to make the candle stand upright in a dish.



Note: Be sure one of your parents is present when you are doing this activity. Please be careful when you are working with matches and a lighted candle.

2. Pour a small amount of vinegar in a glass; then drop a small amount of baking soda into the vinegar. Now, notice what happens. What kind of change is this?

3. Next, slowly tip the glass over the candle flame as if you were pouring something on the flame. Caution: Do not let any of the liquid pour onto the flame. What happens to the flame? Why?





Spelling. Read the following groups of words and choose the one that is spelled correctly.

- ___ 1. A. receeved
B. received
C. recieved
D. recieveed
- ___ 2. A. adorable
B. adoreable
C. adorable
D. adoorable
- ___ 3. A. principle of the school
B. prencipal of the school
C. principale of the school
D. principal of the school
- ___ 4. A. Its little feet are soft.
B. It's little feet are soft.
C. Its' little feet are soft.
D. Its's little feet are soft.
- ___ 5. A. Do you except this gift?
B. Do you accept this gift?
C. Do you accept this gift?
D. Do you eccept this gift?
- ___ 6. A. The desert was chocolate pie.
B. The dessert was chocolate pie.
C. The dassert was chocolate pie.
D. The dezert was chocolate pie.
- ___ 7. A. It was two quiet.
B. It was too's quiet.
C. It was to quiet.
D. It was too quiet.
- ___ 8. A. two deers in the woods
B. two deer in the woods
C. two deer's in the woods
D. two dear in the woods
- ___ 9. A. Is this your book?
B. Is this you're book?
C. Is this yours book?
D. Is this yore book?
- ___ 10. A. They're books are lost.
B. There books are lost.
C. Their books are lost.
D. Theirs books are lost.
- ___ 11. A. Whose in charge?
B. Whose's in charge?
C. Whos' in charge?
D. Who's in charge?
- ___ 12. A. harmful gassis
B. harmful gases
C. harmful gasess'
D. harmful gassies
- ___ 13. A. a coarse of study
B. a course's of study
C. a course of study
D. a coarses of study
- ___ 14. A. happily
B. happyly
C. happilie
D. happile
- ___ 15. A. two radios
B. two radioos
C. two radioes
D. two radioess
- ___ 16. A. three brother-in-laws
B. three brothers-in-law
C. three brothers'-in-law
D. three brother's-in-law



Multiplying and Dividing Positive and Negative Numbers

Multiplication:

Multiplying a negative number with a positive number gives a negative product.

Multiplying a positive number with a positive number gives a positive product.

Multiplying a negative number with a negative number gives a positive product.

Solve.

1. $(-8)(9) = \underline{\quad}$ 2. $5(-6) = \underline{\quad}$ 3. $(-14)2 = \underline{\quad}$ 4. $(-2)4 = \underline{\quad}$

5. $(9)(-4) = \underline{\quad}$ 6. $(-7)(7) = \underline{\quad}$ 7. $(-7)(-10) = \underline{\quad}$ 8. $9(-8) = \underline{\quad}$

9. $(-3)(8) = \underline{\quad}$ 10. $(5)(-5) = \underline{\quad}$ 11. $6(-2) = \underline{\quad}$ 12. $11(-2) = \underline{\quad}$

Division:

A positive number divided by a negative number gives a negative quotient.

A negative number divided by a positive number gives a negative quotient.

A positive number divided by a positive number gives a positive quotient.

A negative number divided by a negative number gives a positive quotient.

Solve.

13. $56 \div (-8) = \underline{\quad}$ 14. $(45) \div (-5) = \underline{\quad}$ 15. $(-14) \div 2 = \underline{\quad}$

16. $(-21) \div 3 = \underline{\quad}$ 17. $-49 \div -7 = \underline{\quad}$ 18. $40 \div (-8) = \underline{\quad}$

19. $(-32) \div 8 = \underline{\quad}$ 20. $60 \div (-5) = \underline{\quad}$ 21. $72 \div (-8) = \underline{\quad}$

22. If John gets on the elevator on the seventh floor and goes two floors up, then goes three floors down, and then rides two floors up again, what floor is he on now?

23. If Mary gets on the elevator in the basement and then goes three floors up and two floors down, which floor is she on now?



Need HELP?

Check Out

Social Science Links at
www.SummerBridgeActivities.com

Comparing Cultures. For each of the world regions listed, choose one country and research examples for each cell of the chart below. The Internet and your encyclopedia are two good sources of information for this activity.



Region	Latin America	Europe	Africa	Asia	Pacific
Country					
Food					
Language					
Religion					
Sports					
Music					
Date of Independence					
Form of Government					

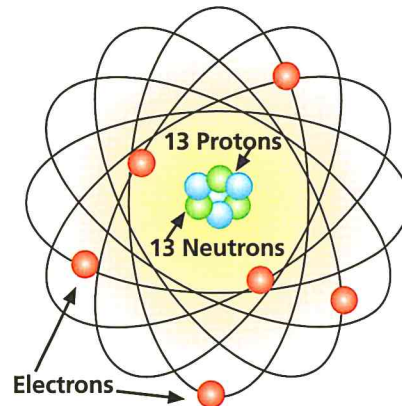




Atoms and Elements. The word *atom* comes from the Greek word *atomos* which means "indivisible." An atom is the smallest unit to which an element can be broken down. Atoms make up molecules, and molecules make up elements.

I. Answer these questions about the atom.

- 1. What is the atomic number? _____
- 2. What is the atomic mass? _____
- 3. What is the name of this element? _____



II. Study the following word groups and eliminate the word that does not fit.

- | | |
|--|---|
| <p>_____ 4. A. helium
B. krypton
C. neon
D. oxygen</p> <p>_____ 5. A. electrons
B. isotopes
C. protons
D. neutrons</p> | <p>_____ 6. A. atom
B. molecule
C. subatomic particle
D. element</p> <p>_____ 7. A. Albert Einstein
B. John Dalton
C. Niels Bohr
D. Ernest Rutherford</p> |
|--|---|

III. Write the letter of the best answer on the line to the left.

- _____ 8. The elements on the left side of the periodic table tend to be

A. active gases.	C. inactive gases.
B. inactive solids.	D. active solids.
- _____ 9. The elements on the right side of the periodic table tend to be

A. active solids.	C. inactive solids.
B. inactive gases.	D. active gases.
- _____ 10. The element carbon

A. is a metal.
B. is found on the bottom of the periodic table.
C. is found on the far right of the periodic table.
D. forms organic compounds.



Vocabulary. Use context clues to find the *synonyms* for the underlined words.

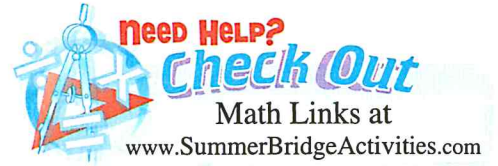
- ___ 1. Even though the little dog seemed docile, its eyes followed us in the room.
 A. frightened C. nervous
 B. calm D. happy
- ___ 2. The yearbook staff hopes to include many candid shots of students around school.
 A. hidden C. athletic
 B. sarcastic D. unposed
- ___ 3. I don't like selling magazine subscriptions door to door all day because it is such a grueling ordeal.
 A. exhausting C. enjoyable
 B. difficult D. time consuming
- ___ 4. The black clouds looked ominous as we kept driving.
 A. boring C. threatening
 B. satisfied D. rainy
- ___ 5. It would be a fallacy to think that a rabid dog can't harm anyone or anything.
 A. sign C. threat
 B. mistake D. problem
- ___ 6. The frenzied sports fans pushed down the gate and burst into the stadium.
 A. happy C. ethnic
 B. mixed D. excited
- ___ 7. She was ostracized from the town and had to live on the outskirts.
 A. banished C. appointed
 B. punished D. elected
- ___ 8. His teacher always brags that he is responsible and competent.
 A. unhappy C. hungry
 B. mischievous D. skillful

Prefixes and Roots. In the blanks provided, write the meaning of the following.

- | | | |
|----------------|----------------|--------------|
| ___ 9. ad- | ___ 12. re- | ___ 15. -pod |
| ___ 10. intra- | ___ 13. auto- | ___ 16. tri- |
| ___ 11. sub- | ___ 14. micro- | ___ 17. geo- |



Square Roots and Exponents



Find the square root of each number given below.

1. $25 =$ _____

2. $16 =$ _____

3. $49 =$ _____

4. $1,681 =$ _____

5. $1,296 =$ _____

6. $625 =$ _____

7. $256 =$ _____

8. $100 =$ _____

9. $324 =$ _____

Write the number, using exponents, represented by each expression.

10. $2 \times 2 \times 2 \times 2 \times 2 =$ _____

11. $5 \times 5 \times 5 \times 5 =$ _____

12. $7 \times 7 \times 7 \times 7 \times 7 \times 7 =$ _____

13. $8 \times 8 \times 8 =$ _____

14. $10 \times 10 \times 10 \times 10 =$ _____

15. $3 \times 3 \times 3 \times 3 \times 3 =$ _____

Compare using $<$, $>$, or $=$.

16. 4^3 _____ 81

17. 5^5 _____ 20

18. 7^3 _____ 343

19. 8^2 _____ 98

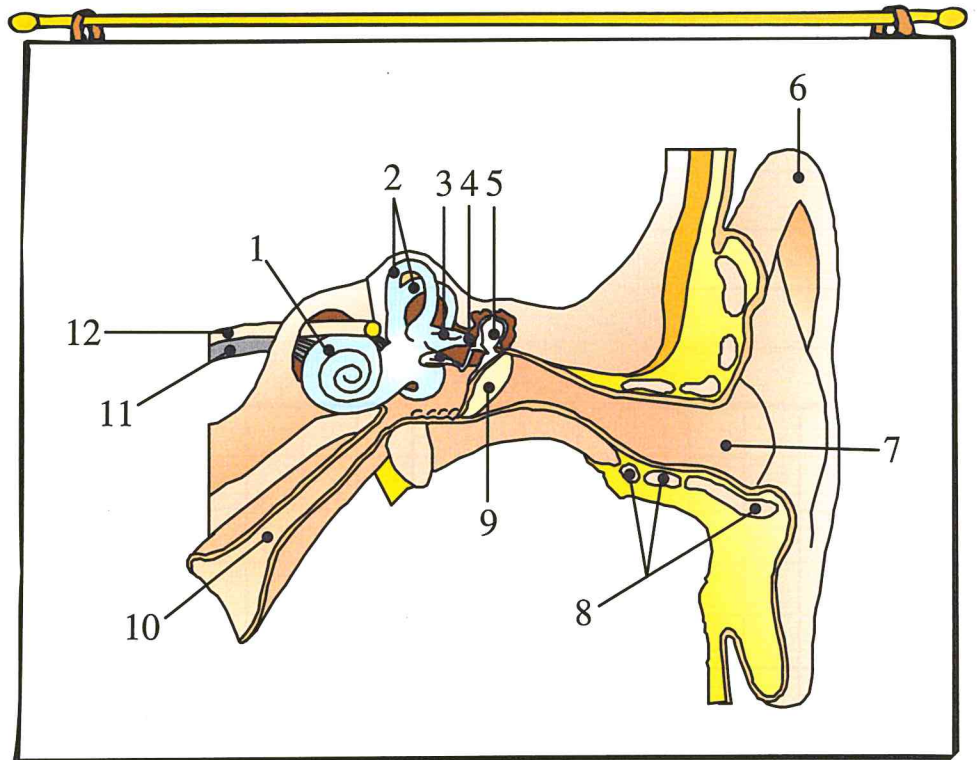
20. 449 _____ 4^9

21. 81 _____ 10^3



The Ear. The ear is an organ in our body that detects sound. Three things are needed for sounds to be heard: (1) a source that produces the sound, (2) a medium to transmit the sound, and (3) an organ that detects the sound. Identify the parts of the ear by placing the number beside the name.

- hammer
- anvil
- stirrup
- external auditory canal
- vestibular nerve
- bones
- cochlea
- cochlear nerve
- eardrum
- eustachian tube
- semicircular canals
- auricle



True or False. If the following statements are true, write T; if false, write F.

- ___ 1. The stirrup is part of the middle ear.
- ___ 2. The loudness of a sound depends on its amplitude.
- ___ 3. An example of a percussion instrument is a trumpet.
- ___ 4. The speed of sound increases with increasing temperature.
- ___ 5. Materials that transmit sound easily are nonelastic.
- ___ 6. The speed of sound in air is approximately 340 m/sec.
- ___ 7. The loudness of a sound is called its intensity.
- ___ 8. Sound greater than 120 decibels can cause pain in humans.
- ___ 9. The part of the ear that is set into vibration by vibrating air molecules is the cochlea.
- ___ 10. The funnel for sound waves in the ear is the outer ear.



Problem Solving. Use what you know to solve these problems. In some cases a picture or number line may help. Also use the previous pages for reference.

1. A compact disc costs \$11.95. How much do four of them cost if they are on sale for 10% off the original price?
2. A pound of apples costs 85¢. How much would four and one-half pounds cost?
3. Mr. Jones grilled a steak that weighed 1.9 kg before it was cooked. After it was grilled, it weighed 1.1 kg. How much weight did the steak lose while cooking?
4. Three students in Mrs. Moore's class brought pizza for the class. One pizza had one-eighth left, another had three-fifths left, and the last pizza had one-tenth left over. How much pizza was left in all?
5. Marc likes to keep up with his grades in science. He made two 100s on tests, and on his other two tests he scored 87 and 97. What is his average test grade?
6. Melanie bought a new stereo system for \$1,500.00. She was able to put it on her credit card and pay on it monthly. If her annual interest rate is 7% and she has the debt for two years, how much interest will she have to pay?
7. Gina wants to increase her savings account. She started with \$400.00. Then she deposited \$75.00 in it one week. The following week she had to withdraw \$125.00 to pay for car repairs. What is her balance now?

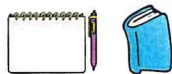
Incentive Contract Calendar

Month _____

My parents and I decided that if I complete 15 days of **Summer Bridge Activities™** 7-8 and read _____ minutes a day, my incentive/reward will be:

Child's Signature _____

Parent's Signature _____



EXAMPLE:



AC

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

Day 6 _____

Day 7 _____



Day 8 _____

Day 9 _____

Day 10 _____

Day 11 _____


Day 12 _____

Day 13 _____

Day 14 _____

Day 15 _____

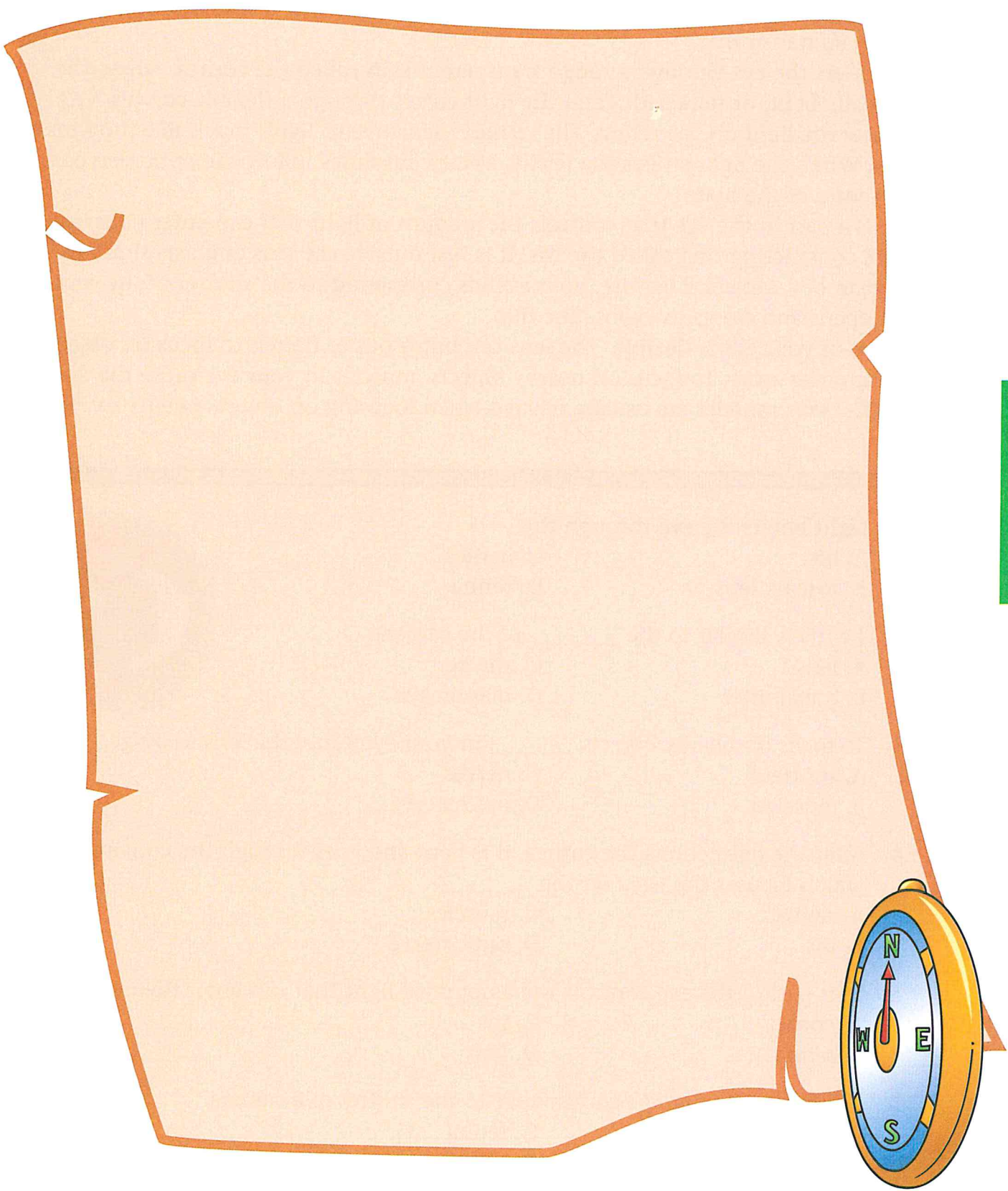
Child: Put a ✓ in the for the daily activities  completed.

Put a ✓ in the for the daily reading  completed.

Parent: Initial the _____ for daily activities and reading your child completes.



Creating a Map. On this page sketch the outline of your state, province, or territory. Locate and label the capital, your hometown, and important physical, political, and historical places. Use colored pencils to make the map more interesting.





Reading Comprehension. Answer the questions below after reading the passage.

The Eye

Your eye is nature’s own camera. Your eyes act very similarly to an ordinary camera. Furthermore, your eyes are linked to your brain similar to the way a television camera is connected to its transmitter.

Light enters the eye through a tough transparent skin called the cornea, where the light is partially bent, or refracted. Then the light enters through a flexible convex lens which focuses the light on the retina. The retina is sensitive to light, much like the film of the camera. When the light strikes the retina, electric impulses follow the optic nerve to the visual center of the brain.

There is a part in the eye that controls the amount of light that can enter your eye. It is a colored, constricting ring called the iris. It is just outside the lens and acts similarly to the diaphragm of a camera. Likewise, your eyelids correspond to the shutter of the camera, which opens and closes to expose the film.

The lens of your eye is flexible. The lens can bulge out or flatten to focus on objects that are near or far away. To focus on nearby objects, muscles in your eye cause the lens to bulge out. The lens muscles are usually relaxed when focusing on objects twenty or more feet away.



- _____ 1. Light enters the eye through the
 - A. iris.
 - B. convex lens.
 - C. cornea.
 - D. retina.

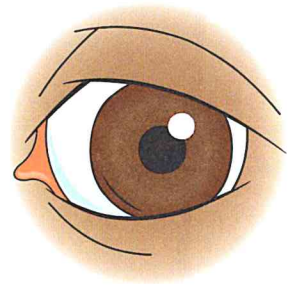
- _____ 2. The iris is similar to the _____ of the camera.
 - A. lens
 - B. transmitter
 - C. shutter
 - D. diaphragm

- _____ 3. To focus on nearby objects, _____ in your eye cause the lens to bulge.
 - A. shutters
 - B. muscles
 - C. nerves
 - D. optic nerve

- _____ 4. After the light enters the cornea, it is bent and goes through the convex lens, which focuses the light on the _____.
 - A. retina
 - B. iris
 - C. muscles
 - D. optic nerve

- _____ 5. This part of the eye controls the amount of light that can enter the eye.
 - A. cornea
 - B. retina
 - C. iris
 - D. lens

- _____ 6. What part of your eye corresponds to the shutter of a camera?
 - A. iris
 - B. cornea
 - C. retina
 - D. eyelids

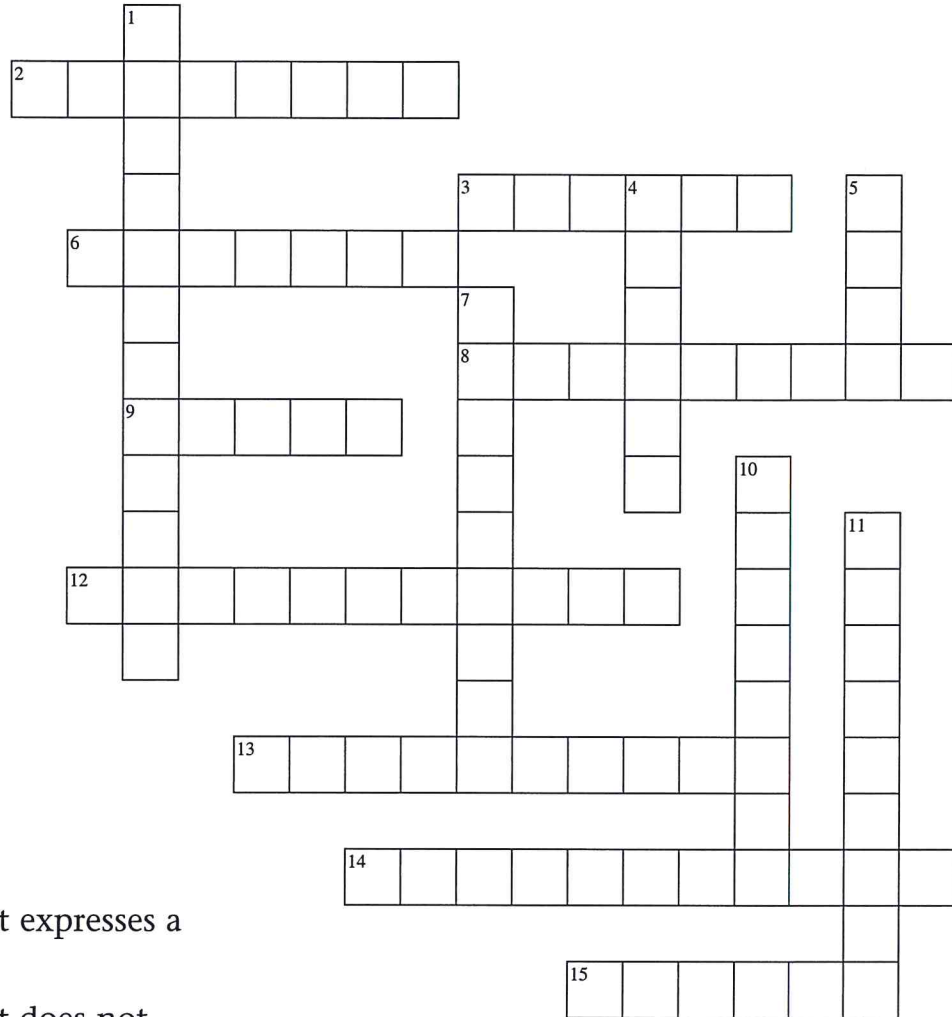




Just for Fun Crossword Puzzle. Examine the list of words in the Word Bank, and then, using the clues below, solve the crossword puzzle.

Word Bank

- noun
- pronoun
- adjective
- adverb
- conjunction
- preposition
- interjection
- sentence
- fragment
- homophone
- clause
- possessive
- phrase
- comma
- dependent



Across

- 2. a group of words that expresses a complete thought
- 3. a group of words that does not contain a subject and verb
- 6. a word that takes the place of a person, place, or thing
- 8. a clause that cannot stand alone
- 9. a punctuation mark used to separate words or groups of words
- 12. a word that joins words or groups of words
- 13. a word that shows ownership
- 14. a word that shows a relationship between a noun or pronoun and another word in a sentence
- 15. a group of words that contains a subject and a verb

Down

- 1. a word that shows strong feeling
- 4. a word that describes a verb, adjective, or adverb
- 5. a word that names a person, place, or thing.
- 7. a word that describes a noun or pronoun
- 10. a group of words that does not express a complete thought
- 11. words that sound alike but have different meanings



Evaluating Expressions

Expressions are mathematical ways to represent a quantity. Often the values of the variables will be given, and the expression can be simplified by merely substituting the values for each variable.

You can solve the following by substituting the values given for each variable.

If: $a = 5$ $b = 3$ $c = 8$

1. $4b =$ _____

2. $6 + c =$ _____

3. $a(7 + 5) =$ _____

4. $b(7 + 3) =$ _____

5. $7b + 8c =$ _____

6. $(9 + 9) \div b =$ _____

7. $ab + (7 - 12) =$ _____

8. $(4 + 9)(b + 3) =$ _____

9. $c(7 + 5) + (7 + 3) =$ _____

10. $7ca =$ _____

11. $3(a + c) =$ _____

12. $5a + 7c =$ _____

Problem Solving

Example: 2 times a number plus 2 = $2n + 2$

Write an algebraic sentence to illustrate the phrases using variables.

13. 7 less than a number _____

14. 2 more than 3 times a number _____

15. the product of 9 and a number decreased by 8 _____

16. the difference between a number and 5 _____

17. the sum of a number and 4 _____

18. 5 times a number plus 6 times the same number _____



Local Trivia. Locate and list the following trivia for your state, province, or territory.

Postal Code: _____

Nickname: _____

Motto: _____

Song: _____

Bird: _____

Tree: _____

Flower: _____

Time Zone(s): _____

Historical Hero: _____

Famous Person(s): _____

Governor: _____

Capital: _____

Population: _____

Tourist Attraction(s): _____

Largest City: _____

Natural Resources: _____

Principal Industry: _____

Principal Agricultural Crop: _____

Natural Wonder(s): _____

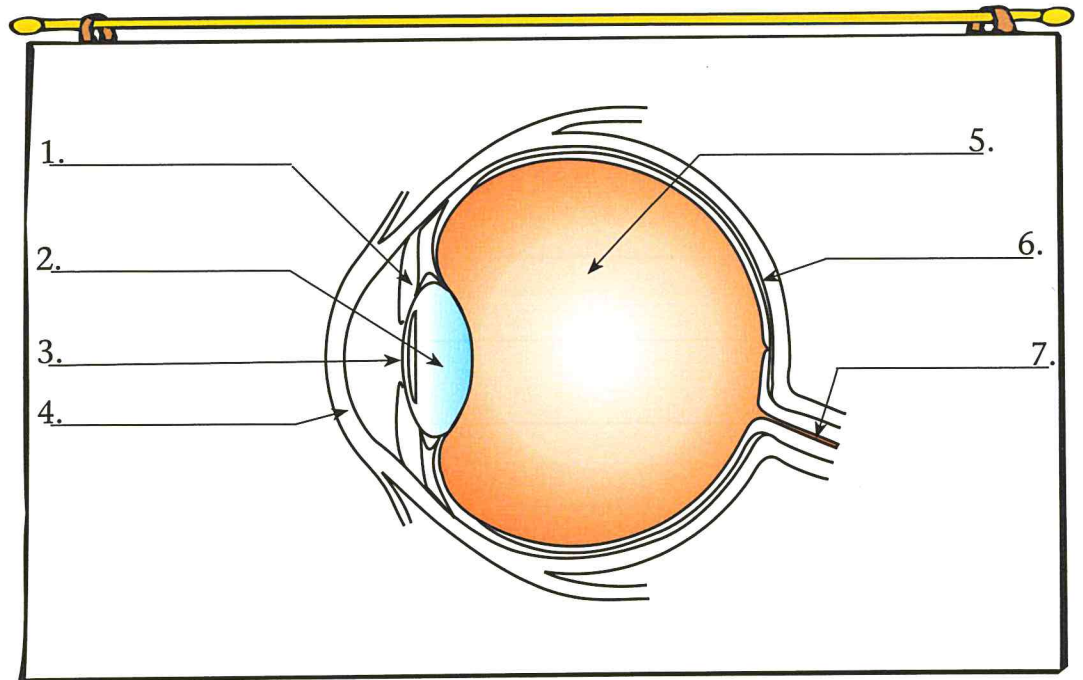
Highest Point: _____

Lowest Point: _____



The Eye. The eye is an organ that allows us to see light through a series of steps that involve the various parts of the eye and the brain. Label the parts of the eye.

- retina
- cornea
- iris
- lens
- optic nerve
- pupil
- vitreous humor



True or False. For the following statements, write T for true; write F for false.

- ___ 1. The moon is an example of an illuminated object.
- ___ 2. Light waves are electric and magnetic.
- ___ 3. Light is composed of a stream of energy clusters called photons.
- ___ 4. The speed of light is fastest in a liquid.
- ___ 5. Ordinary lightbulbs provide fluorescent light.
- ___ 6. A candle flame is seen because it is luminous.
- ___ 7. Infrared rays can be seen.
- ___ 8. The moon is a luminous object.
- ___ 9. Red light can be produced by neon gas.
- ___ 10. The speed of light in a vacuum is 300,000 km/sec.

Fill in the blanks using the following words: book, ultraviolet, light, photon, incandescent.

- 11. A _____ is a bundle of light energy.
- 12. _____ rays are responsible for vitamin D production and tanning.
- 13. _____ can be transmitted with or without a medium.
- 14. A _____ is an example of an illuminated object.
- 15. _____ light is produced from heat.



Transitive and Intransitive Verbs. A *transitive verb* has an object, and an *intransitive verb* does not have an object. In the sentences below, write the verb in the blank, and indicate if the verb is transitive (tr.) or intransitive (intr.).

- _____ 1. We drifted all day on the river.
- _____ 2. Jeff drove the car to the store while his dad repaired the van.
- _____ 3. Lisa wrote carefully, thinking about every word.
- _____ 4. During lunch Grayson wrote a poem for the class to read.
- _____ 5. The package was delivered early Saturday to Jack's house on the river near the swinging bridge.
- _____ 6. Last summer Josh and Wes hiked the Appalachian Mountains.



A *linking verb* is a verb that serves as a link between two words. The link is between the noun or pronoun before the verb and the noun, pronoun, or adjective that follows the verb. In the sentences below, identify the linking verbs, and then give the words that are linked by the verbs.

7. This is the new performing arts building. _____
8. His new red car looks good. _____
9. The baby kitten was so small. _____
10. When Jesse walked into the classroom last, he felt embarrassed. _____
11. Zac is president of his class again. _____
12. He is Sam. _____
13. The moose ran for five minutes and then was out of sight. _____
14. This is she. _____
15. Jennifer is going to the prom with Joseph. _____



Multiplication and Division with Rational Numbers

A ratio is a quotient of a number, like $\frac{8}{4} = 2$. Rational expressions are simplified by combining like terms and following the order of operations (see page 115).

Simplify the following.

1. $-36 \div 6 + 2\frac{1}{3}$

2. $-9 \div -3 + 4(-\frac{1}{4}) - 20 \div 5$

3. $\frac{12 - 2}{5} = c$

4. $-\frac{3}{8}(-4) = q$

5. $\frac{1}{3} [(-18 + 3) + (5 + 7) \div -4]$

6. $\frac{60 \times \frac{1}{2}}{-10 + 15} + 35$

7. $2[-6(3 - 12) - 17]$

8. $\frac{1}{4}(20 + 72 \div 9)$

9. $\frac{1}{2}(-18 - 2)$

10. $2(3 - 15) + 5$

Compare the following rational numbers using $<$, $>$, or $=$.

11. 2.5 _____ $2\frac{18}{36}$

12. -3.0 _____ -0.3

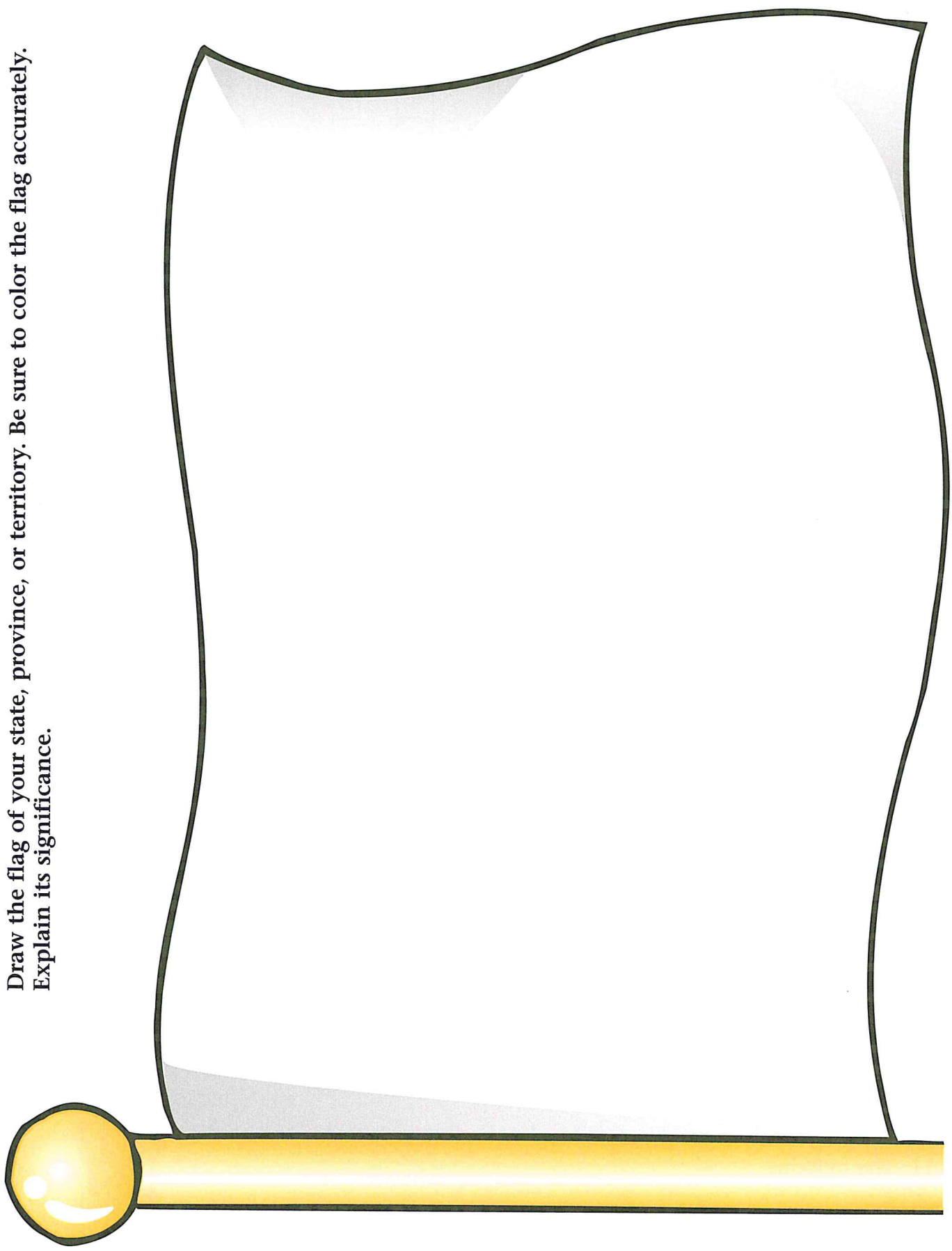
13. $-7\frac{1}{5}$ _____ $-7\frac{5}{25}$

14. 37.56 _____ 365.6

15. 15.63 _____ 1.563

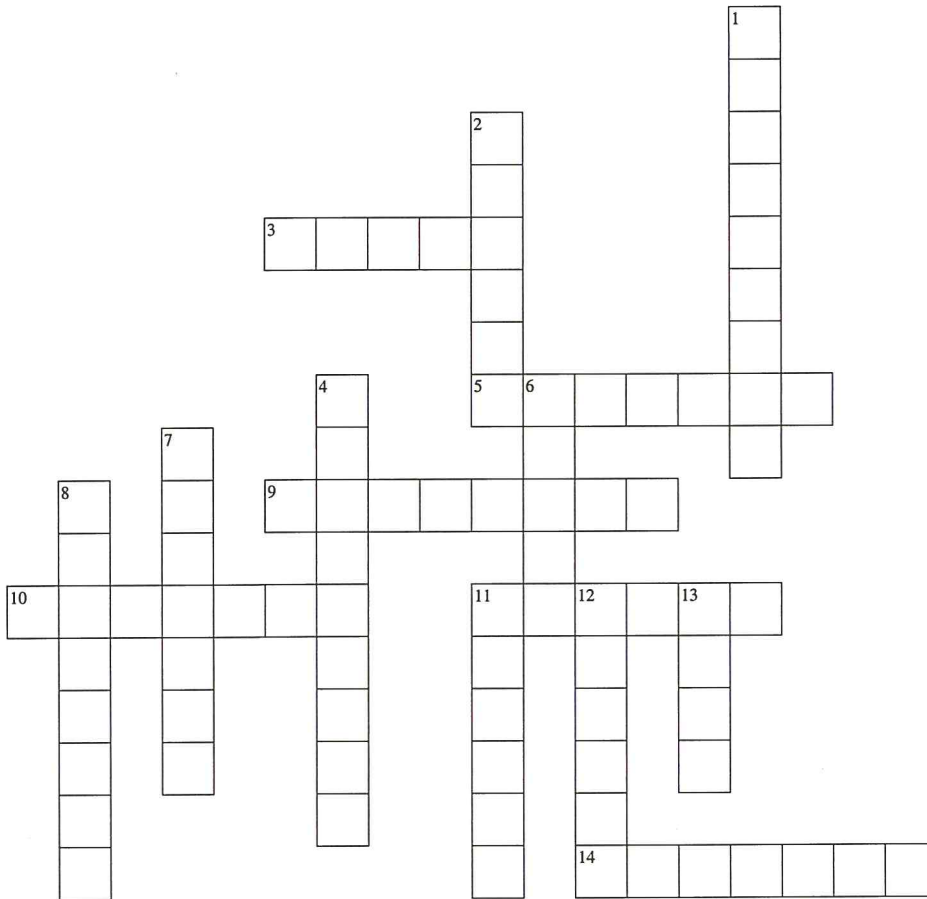
16. 8.30 _____ -8.30

Draw the flag of your state, province, or territory. Be sure to color the flag accurately.
Explain its significance.





Them Bones, Them Bones! Can you locate all the bones on the crossword puzzle?



Word Bank

- calcaneus
- carpus
- clavicle
- coccyx
- fibula
- humerus
- mandible
- patella
- phalanges
- radius
- scapula
- sternum
- tarsus
- tibia
- ulna

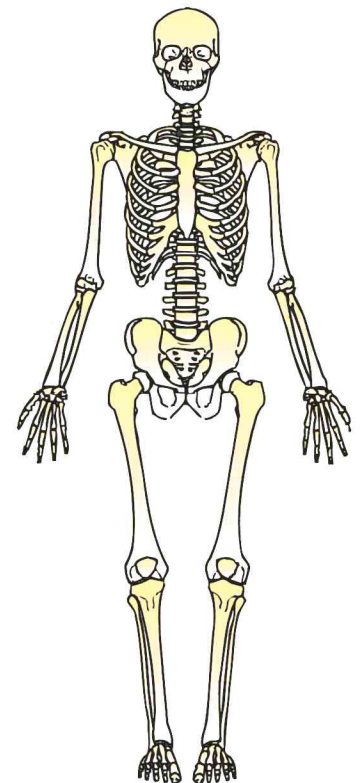
Clues

Down

- 1. the heel bone
- 2. the ankle bone
- 4. bones between two joints (e.g., fingers)
- 6. the shinbone
- 7. the upper arm bone
- 8. the collarbone
- 11. the tailbone
- 12. the shorter forearm bone
- 13. the larger forearm bone

Across

- 3. the thigh bone
- 5. the breastbone
- 9. lower jaw bone
- 10. the kneecap
- 11. the wrist bone
- 14. the shoulder bone





Appositives. An *appositive* is a noun or pronoun that follows another noun or pronoun and identifies or explains it. In the following sentences, check for errors in the use of commas and appositives or appositive phrases. On the line, write the word(s) before a comma is needed. If the sentence is correct, write C.

- _____ 1. Toni the new girl from Italy is a good student.
- _____ 2. The new girl Toni came from Italy.
- _____ 3. The club members who have paid their dues can go to the picnic.
- _____ 4. My friend Ben is writing a story about Chicago his favorite place in the world.
- _____ 5. Vanessa the superstar athlete is giving a speech tomorrow night in the middle school's auditorium.
- _____ 6. Did you read *The Giver* a book about what the future might be like?
- _____ 7. Her longtime friend and correspondent Beth McCoy will be here on Saturday morning to help with the long move to the East.

Pronoun Agreement. Read the sentences below, and on the lines provided write the correct pronoun.

- _____ 8. Each of the girls rode (her, their) bicycle to school.
- _____ 9. One of the men in the drama class designed (his, their) own costume.
- _____ 10. A person should always try (his, her, his or her, their) best.
- _____ 11. Angela and Grayson left late because (they, she) had to do some extra work.
- _____ 12. Neither Dana nor Lynn saw (herself, themselves) in the class portrait.
- _____ 13. Someone else in our class has also submitted (his or her, their) own request to get the grant money.
- _____ 14. Each boy bowed politely, saying that (he, they) would do (his, their) share of the project.
- _____ 15. Anyone can go if (he, she, he or she, they) has paid for the ticket into the park.
- _____ 16. The two boys baked the cake (theirselves, themselves).
- _____ 17. Anyone can see that it is best to do (one's, their) own work, instead of copying someone else's work.



Polynomials

Combine the like terms.



1. $11ab + 12ab + 6ab$

2. $4y - 9y - 3y$

3. $5x + 3ax - 2ax$

4. $9ay + 10x - 4ay$

5. $6a + 12a$

6. $4b + 3c - 6b + 2 + 3b$

7. $4cd - 12cd$

8. $-16x + 8x + 4$

9. $-8xy + 10xy - 3b$

10. $6 - 2a + 3a - 5$

11. $8x + (2x - 5)$

12. $(5x + 3y + p)$

13. $3a - (2b - 3c)$

14. $(7x - y) + 32$

15. $-(ax - 3bx) + 4x$

16. $7x - 3a - (4b)$

17. $5n - (8a + 2b)$

18. $3x - (5y + 4y)$

19. $(2bx - 4bx) + 4x$

20. $(10n - 3) + 4$

Creating a Timeline. Create a timeline for your state, province, or territory. Begin with its earliest inhabitants and continue to the present.

Start

Today



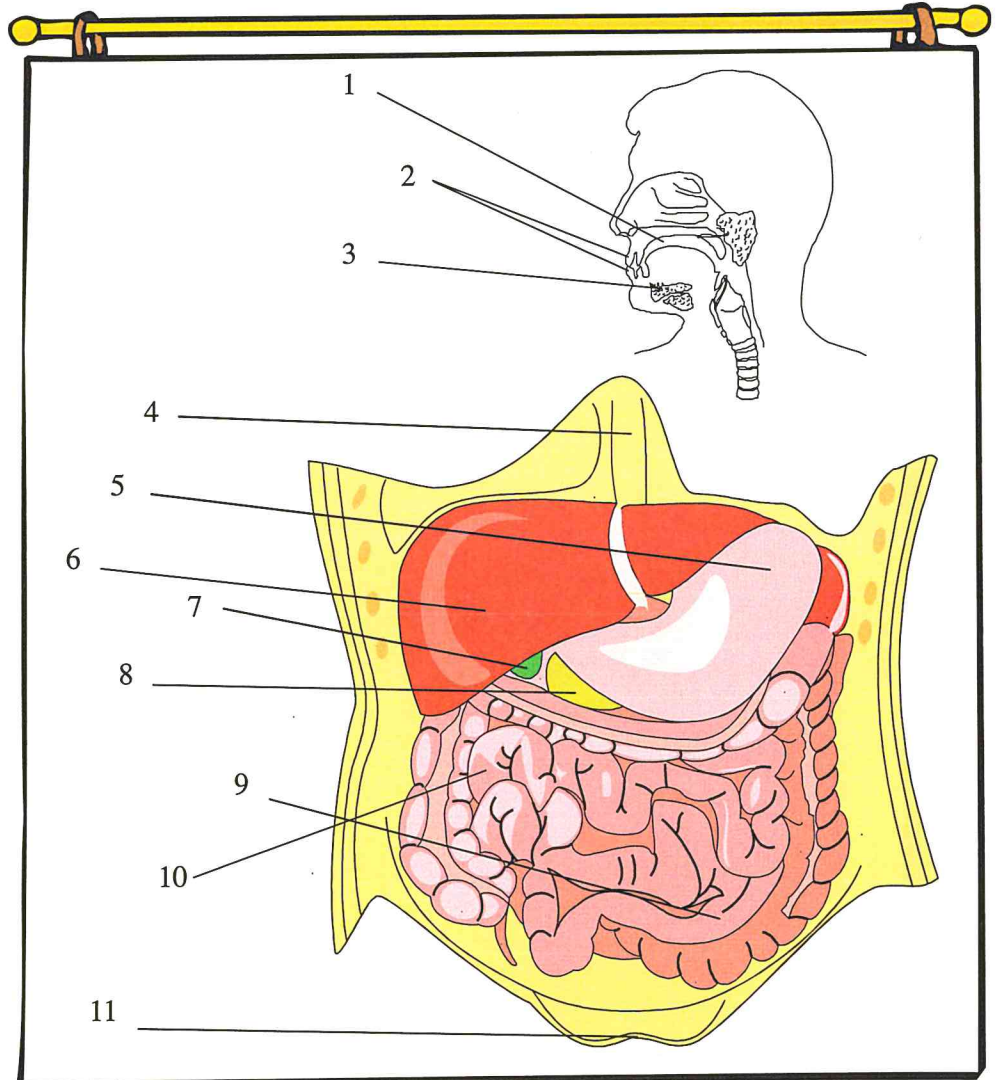


The Digestive System. In digestion, complex foods are broken down into smaller molecules of water soluble substances that can be used by the body's cells. The first part of the change that occurs during digestion is mechanical. This phase involves chewing and the constant churning and mixing action brought about by the muscular movement of the walls of the digestive organs. The breakdown of food into small particles and thorough mixing with various juices aids the second phase of digestion, which is chemical.

I. Using the numbered items, identify the parts of the digestive system.

Word Bank

rectum
 esophagus
 gall bladder
 large intestine
 liver
 mouth
 pancreas
 salivary glands
 small intestine
 stomach
 teeth



II. Digestive Trivia. Fill in the blanks for the following questions.

1. What is the function of the appendix? _____
2. How long does the digestive process take? _____
3. Which is the largest internal organ? _____
4. What is the largest gland in the body? _____
5. Name the four types of teeth found in humans. _____
6. What is the structure that keeps food from going down the windpipe? _____



Solving Equations

An equation is an algebraic algorithm that is used to solve for an unknown value or variable. There is an equals (=) sign in an equation. There is not one in an expression; therefore, equations may be solved, not just simplified. Answers could be whole numbers, negative numbers, or rational numbers.

Example:

$$5y + 6 = 2y + 15 \text{ (The } 2y \text{ will be subtracted from both sides.)}$$

$$3y + 6 = 15 \text{ (Next, the } 6 \text{ will be subtracted from both sides.)}$$

$$3y = 9 \text{ (The } 3 \text{ will be divided into the numbers on each side.)}$$

$$\text{Thus: } y = 3$$

Solve the following equations. Round to the nearest hundredth if necessary.

1. $3x + 1 = 15$

2. $-2 + 4x = 13$

3. $8x + (-4) = 12$

4. $9 + 4x = 45$

5. $8x - (2 + 3) = 11$

6. $7x + 2 - 3x = 18$

7. $12 + 3x - 9x = -18$

8. $(6x + 2) + 7x = 41$

9. $(6x) - (2x) = 40$

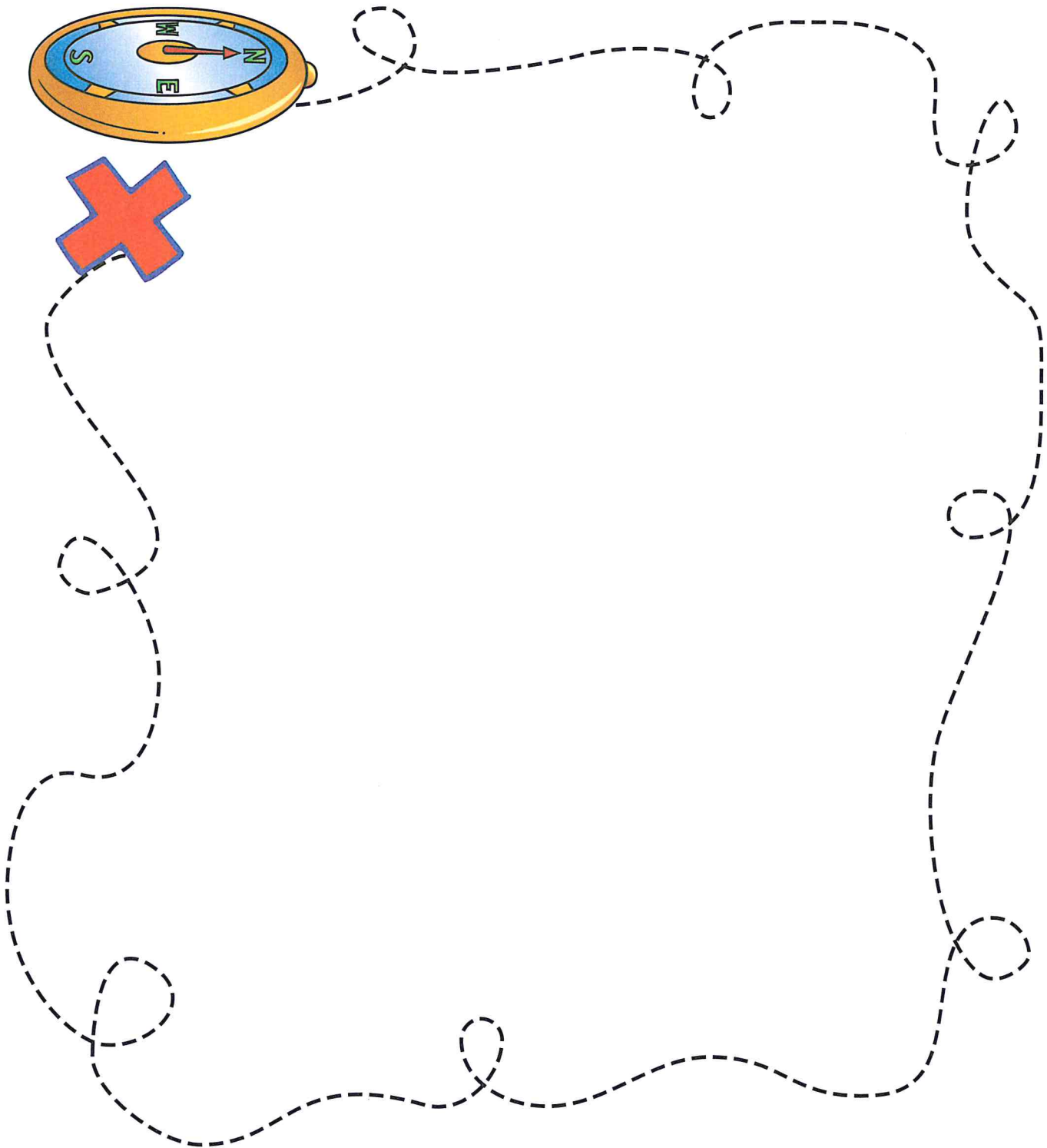
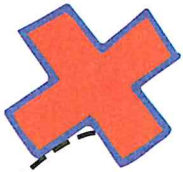
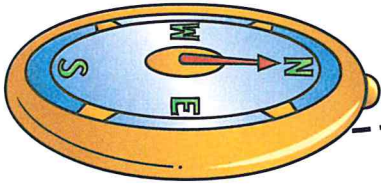
10. $(8x + 3) + (4x + 2) = 17$

11. $14x + 3 = -4x - 6$

12. $-180 = 12b$



Physical Geography. Trace or sketch the outline of your state, province, or territory. Sketch in and label each geographic region (coastal plain, piedmont, upland, etc.). You may choose to color each region a different color. Sketch in and label the major physical features (rivers, mountains, lakes, swamps, oceans, etc.).





Day 9

Cells. The tiny cell is the basic building block in all living things. There are two basic types of cells: animal and plant cells.

Are you confused about cells? Well, don't be! Find the 20 words that are related to cells.

o f q b m i t o c h o n d r i a c g l a
i m u k a t u d v a c u o l e c z k c e
d a q w o i f e m o s o s y l r k g f n
t t m x r c c h r o m o s o m e s j t a
z v q o g h k m z t s n u c l e u s f r
c t w i a l a d a l d e n n s o y j i b
y e d o n o w u l x i r d u d r v x h m
t o r s r r a e o i c b j c n g a f q e
o m l k n o c l f g a w u l a a z v o m
p p k y l p q s g f c w v e o n w b p l
l g j a l l r u d w i l m a v i f a g l
a j l u a a i l z a e t x r b s p u o e
s j c q w s b o s s l i e m t m l f d c
m a o u l t o e q m c s a e y o w a f n
y i w g l e s l q r u s v m e j j u v c
s h h j e b o c y x n u z b n u m v l v
x b m n c s m u a q o e c r h k f y w u
z y r f i v e n w r o r g a n e l l e s
l q n r h a j s u g r c f n b z o w h l
g p a o t t m z e u s v z e h f x g p a

Word Bank

- | | | | |
|------------------|---------------|-------------|------------|
| nucleus | mitochondria | nucleolus | DNA |
| cell membrane | nucleic acids | cell | organelles |
| cell wall | lysosome | organism | RNA |
| nuclear membrane | chloroplast | tissue | organ |
| ribosome | vacuole | chromosomes | cytoplasm |



A *sentence fragment* is part of a sentence. It is not a complete sentence, even though the fragment may be punctuated as if it were a sentence. Read the following word groups, and if the group is a fragment write F on the line. If the group is a sentence, write S on the line.

- _____ 1. When they took the SAT last April.
- _____ 2. Because everyone at school was required to take the test and hopefully do well.
- _____ 3. Did everyone bring a pencil to use on the test?
- _____ 4. Take your time.
- _____ 5. Denise on this test when she took it in 1998.
- _____ 6. After all the students had left the classroom, the testing administrator gave a sigh of relief.
- _____ 7. Do the best you can.
- _____ 8. Raising her hand and asking for permission to sharpen her pencil before the test began.
- _____ 9. The SAT is something we do every spring at my school in Tennessee.
- _____ 10. Gave the directions and asked everyone to remain quiet after the test.

A *run-on sentence* is a sentence in which two or more sentences are run together, as if they were one. Two ways a run-on sentence can be corrected are (1) by using a period to separate the sentences, or (2) using a comma and a coordinating conjunction such as *and*, *but*, or *or* between the sentences. If the following groups of words are run-ons, revise them. If the group of words is correct, write C on the line.

- _____ 11. Our school is the largest in the county, it is also one of the oldest.
- _____ 12. The rooms are carpeted and well-lighted also each room has sturdy desks.
- _____ 13. When the new school opened, all the students were given a party on the lawn.
- _____ 14. The new school already has a student population of 1,200, it only has a capacity for 1,250 students.
- _____ 15. The students are excited about the new school they are taking precautions to keep the school clean for everyone to enjoy.



Polynomials

Use the vertical format to combine the like terms and simplify each polynomial. Remember to change the positive and negative signs when you subtract!

Example:

$$\begin{array}{r} 1. \quad 7ax + 4a \\ + (3ax - a) \\ \hline 10ax + 3a \end{array}$$

$$\begin{array}{r} 2. \quad -4x + 3y \\ + (-5x - 10y) \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 12ab - 12q \\ - (3ab + 6q) \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 2x - 18 \\ - (-3x - 9) \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad -7y - 4z \\ + 18y - 12z \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 9x - 5 \\ + (-4x + 10) \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 11ab + 4c \\ + (-12ab - 5c) \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad -2ay + 3y \\ - (-6ay - 4y) \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad -3a - 4b \\ - (6a + 5b) \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad -8b - 3 \\ - (-10b - 4) \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad -7n + 3 \\ - (-7n + 3) \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 7y + 3z \\ - (-6y - 2z) \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad -4b - 3c \\ - (5b - 6c) \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 3ab - 6c \\ + (4ab + 3c) \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 16y + 3b \\ - (14y + 7b) \\ \hline \end{array}$$



Your State, Province, or Territory "Ologies." For each category below, research specifics related to the subject and your area.

Archaeology _____

Biology (flora) _____

Ecology _____

Entomology _____

Geology _____

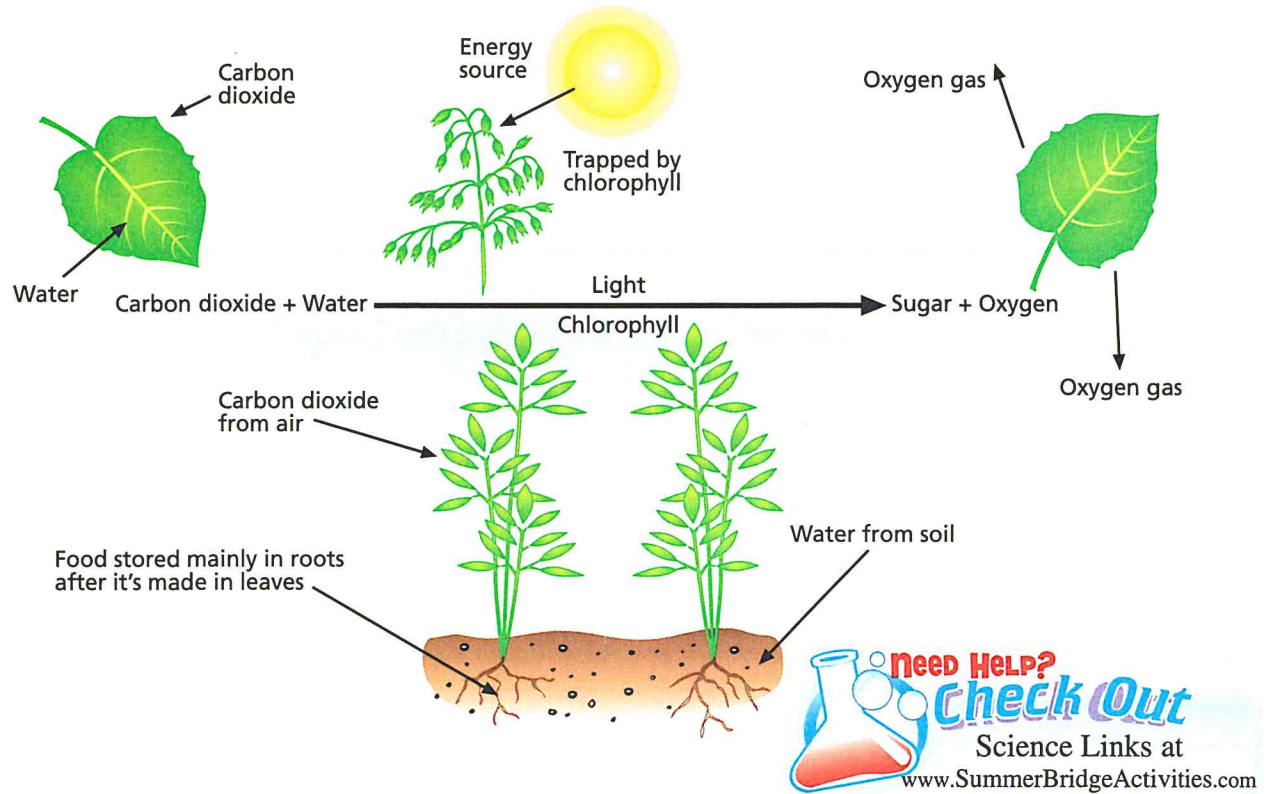
Ichthyology _____

Ornithology _____

Zoology _____



Photosynthesis. *Photosynthesis* is defined as the process by which certain living plant cells combine carbon dioxide and water in the presence of chlorophyll and light energy to form carbohydrates and release oxygen as a waste product. The name nearly defines the process, for *photo* refers to light, while *synthesis* means the building of a complex substance from simple substances.



Respond to the following questions on photosynthesis. If you need assistance, use a reference or biology book.

1. In order for photosynthesis to take place in plants, how do they get the carbon dioxide they need?

2. What is the function of photosynthesis?

3. During photosynthesis what happens to the oxygen that is produced?



A **double comparison** is the use of both *-er* and *more (less)* or both *-est* and *most (least)* in a comparison. For example, you don't say that your sister is a more better basketball player than you are. Revise the following sentences by putting an X through any unneeded words. Then place the correct forms on the lines. If a sentence is correct, write C.

- _____ 1. The most biggest watermelon I have ever seen was grown by my grandfather.
- _____ 2. Your voice sounds worser today.
- _____ 3. After watching the two swimmers for fifteen minutes, we finally chose the most aggressive one.
- _____ 4. Is Jupiter larger than any planet in the solar system?
- _____ 5. She gets to wear the beautifulest clothes of anyone I know.
- _____ 6. This paint is more whiter than that one on the second shelf.
- _____ 7. He was the most talented actor in the group, according to everyone on stage.
- _____ 8. Tanner likes the ham sandwiches more better than the roast beef sandwiches.
- _____ 9. Of the three children, Grayson is the tallest and the oldest.

A **double negative** is the use of two negative words to express one negative idea. Revise the following sentences, eliminating the double negatives. Draw an X through the incorrect word, and write the new word on the line. If the sentence is correct, write C on the line.

- _____ 10. Terry hasn't never been to Sweden.
- _____ 11. Although Tonya never had no problems with poetry, she is having some difficulty with writing essays.
- _____ 12. The math winner doesn't have no excuse.
- _____ 13. He was so excited he couldn't hardly talk.
- _____ 14. The principal doesn't allow no students at school after 4:00.
- _____ 15. Tim never listens to no one who argues.
- _____ 16. Don't never say *not*.
- _____ 17. She didn't have nothing left for herself.
- _____ 18. I am never going to see that sad movie again.



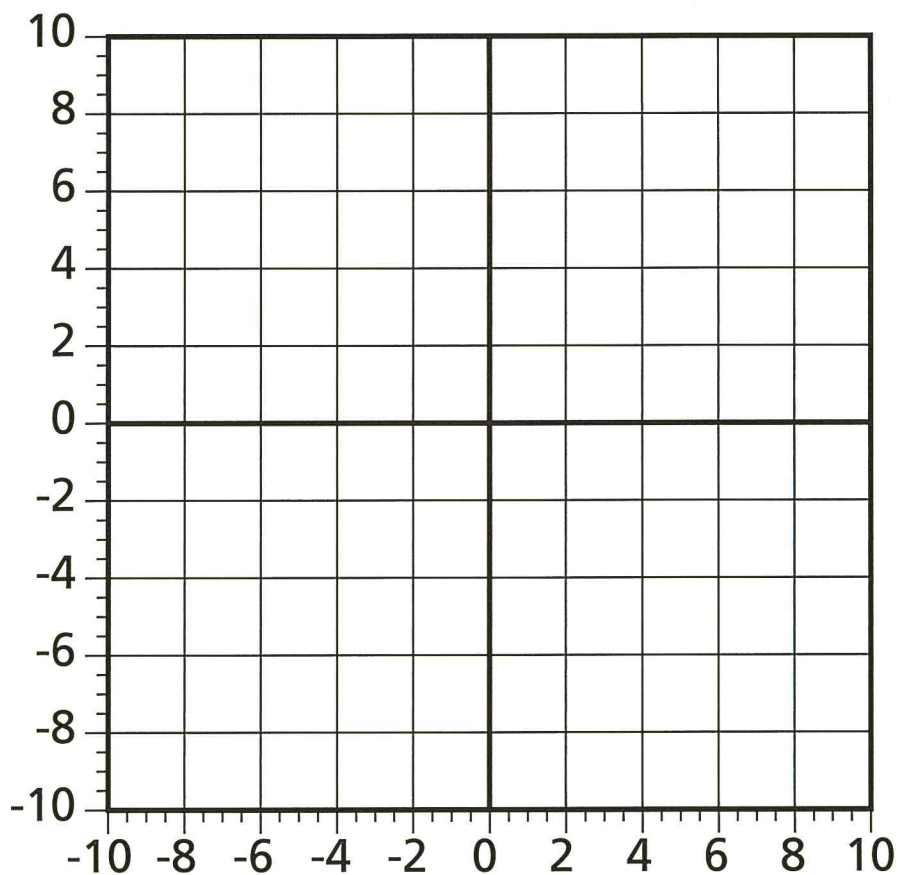
Graphing

The Cartesian coordinate system is a system of two perpendicular number lines intersecting at the point zero, which is called the origin. This forms a grid with four quadrants. The horizontal line is called the x-axis, and the vertical line is the y-axis. This graph is used for plotting points, solving systems of equations, and other uses you will learn later in algebra.

Use the Cartesian coordinate system to plot the following points:

- | | | | |
|------------|-------------|--------------|-------------|
| 1. (-2, 3) | 2. (0, 0) | 3. (2, -7) | 4. (5, -1) |
| 5. (9, 8) | 6. (-4, -4) | 7. (5, 8) | 8. (-3, -8) |
| 9. (5, -9) | 10. (-1, 2) | 11. (0, -10) | 12. (7, -6) |

13. On the graph use a straight edge to connect three points in the three possible lines.

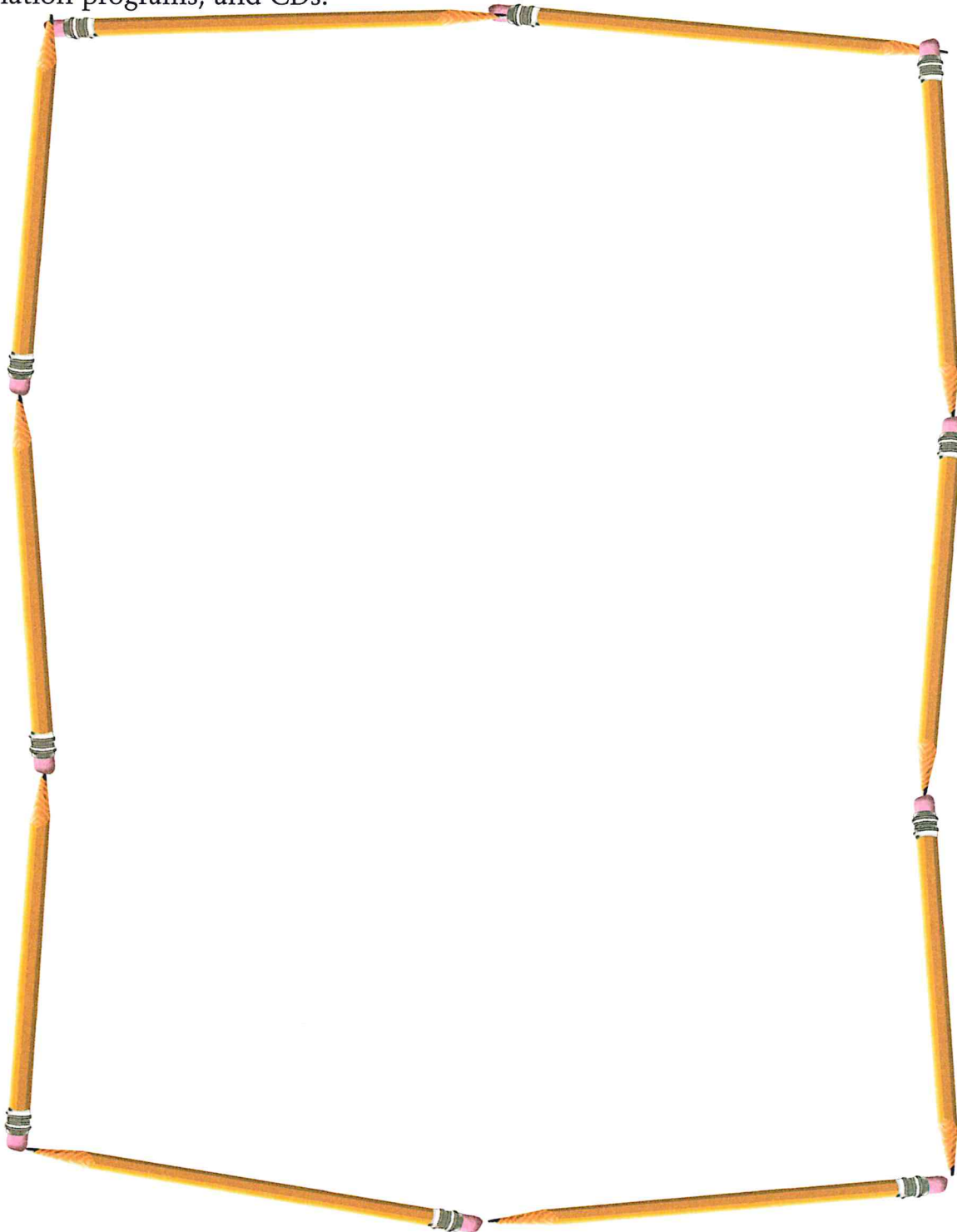




The Place I Call Home

Create a scrapbook of your community. Be sure to include the complete name, location, date of founding, and history of the area. Who were some of the famous and/or important native sons and daughters? For what is your community famous? What products, goods, and services are produced in your area? Create a map that includes landmarks and geological features. Collect pictures, drawings, and illustrations. You may choose to include pages on food, music, festivals, and special events.

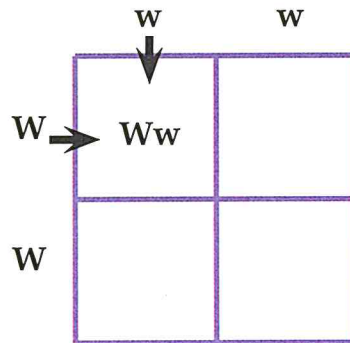
Use the space below to begin brainstorming and note-taking. Be sure to tap different resources: the library, town hall, local officials, friends, family, websites, various information programs, and CDs.



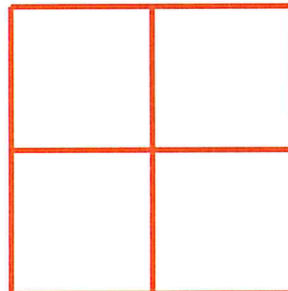


Genetics. *Genetics* is the study of heredity, or the passing on of traits from an organism to its offspring. Probability can be used to predict the results of genetic combinations. In addition to probability, a chart called a Punnett Square can be used to show the possible gene combinations in a cross between two organisms. *Phenotype* refers to physical appearance, and *genotype* refers to the actual gene makeup.

Situation 1. Suppose you have two mice, one black and one white. The genotype for the black mouse is WW, and the genotype for the white mouse is ww. As you note, W is dominant, and w is recessive. In the Punnett Square below, cross the two parents and fill in the possible gene combinations for the offspring.



Situation 2. Take two of the offspring in Situation 1 and cross them in this Punnett Square.



1. If you have correctly filled in the Punnett Square, you can determine the phenotypes of the offspring. What are the phenotypes and genotypes of offspring in Situation 1?

2. What are the phenotypes and genotypes of offspring in Situation 2? _____

ALL IN THE FAMILY: Examine your father, mother, brother, and sister for the following characteristics or traits that have been passed on from generation to generation. Don't forget to include yourself. Make a chart of your observations.

Traits: right- or left-handed; dimples; attached or unattached ear lobes; cleft chin; light, dark, or red hair; freckles; connected or unconnected eyebrows; curly, wavy, or straight hair.



Commas. A *comma* is used to separate words or groups of words so that the meaning of a sentence is clear. Insert commas where they are needed in these sentences. If a sentence is correct, write C on the line.

1. I went to Sweden Norway and Denmark. _____
2. For lunch we had a tossed salad spaghetti and meatballs French bread Coke and fruit.
3. One of my favorite singers is Gloria Estefan who is the lead singer for the Miami Sound Machine. _____
4. My ancestor Jonathan Livingston emigrated to America in the 1700s. _____
5. Who in your opinion deserves to get the English award this year? _____
6. However Lisa has been working hard lately and does all her work. _____
7. Are you going to the play tonight Dad? _____
8. Well I may not be the smartest kid in the class but I do try to do my best. _____
9. To prevent the teacher from calling her parents Beth decided to work. _____
10. Over the hills and through the woods the little girl walked carefully. _____

Commas. There are probably more rules for commas than any other mark of punctuation. They are used in addresses and business letters. They are used after introductory words, phrases, and clauses. Read the following sentences, and insert commas where they are needed.

11. Because I had a headache last night my mom allowed me to do my homework early this morning.
12. The principal said he lived at 202 East Street Decatur Georgia.
13. Our Constitution was signed on September 17 1787 in Philadelphia Pennsylvania.
14. It was a long tiring climb to the top of the Washington Monument.
15. If I had to do it all over again I would certainly do the same thing.
16. Do you want to go and do you want me to get you a ticket?



Word Problems

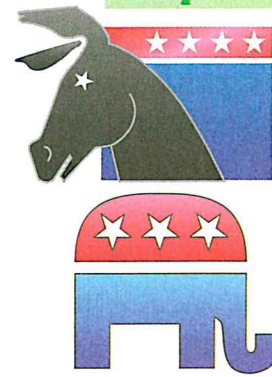
Solve the following problems using algebraic strategies when necessary.

1. Tom borrowed an amount of money from John. When he repaid John, he gave him \$1,567.00. The arrangement was for Tom to repay the money, plus an additional \$75.00. What was the original amount of money Tom borrowed?
2. In Mrs. Prince's art class, four-fifths of the class liked using the wheel to make clay items. Eight-twentieths of these students wanted to make a vase. What fraction of the class wanted to make clay items and a vase?
3. Two groups of 24 students wanted to join the chorus. To make the whole group smaller, they divided it into 6 sections. How many students did each section have?
4. Only y students agreed to set up the sound equipment for the play. A total of a times b students said they would help with the lights. How many volunteers were there? (Give the expression.)
5. A group of girls went on an overnight camping trip. Six had to sleep in each tent. There were four tents. How many girls were on the trip?
6. Mr. Kemp wants to put a fence around his yard. His yard is square. The east side is 45 feet long. The south side is where the house is and needs no fencing. How much fencing material will he need?



Political Parties

1. What are the two main political parties in the United States?
2. What other parties have existed during American history?



New political parties (which are sometimes called “third parties”) often form because a group wants things not strongly supported by one of the major two parties or because a group within a major party disagrees with the party in some way and breaks away from it. The ideas a party supports are called the party’s “platform.” Choose a “third party.” What part or parts of its platform was (or is) it best known for?

Create a new political party. What would you name it? What would you use for a symbol? What would your platform be? What would make it different from the two main political parties?

Political Word Search

Word Bank

democrat
 republican
 vote
 citizen
 rights
 constitution
 democracy
 republic
 bill of rights
 responsibility
 government
 platform
 political party
 election

b y y b v z p b r k j j i p e
 u t z g r o d b e r v y p n i
 g r a j g f t p p e t c j c n
 m a p t b j d e u s o a b o o
 d p l l v n e y b p v r i n i
 f l a d d e a p l o t c l s t
 u a t e a z m r i n n o l t c
 d c f m a i k o c s e m o i e
 g i o o g t e s a i m e f t l
 t t r c o i b t n b n d r u e
 p i m r n c v h m i r t i t q
 d l f a y y x g r l e d g i o
 p o a t i h h i q i v n h o w
 e p o p z o h r b t o g t n p
 r e p u b l i c o y g u s n a



Mass and Inertia. The mass of an object is the amount of matter it contains. An object with mass has a quality called inertia. For example, if there is a ball resting on the ground, you have to push it to get it moving. You also have to give it another push to stop it again. If the ball is at rest, it wants to stay at rest; if the ball is moving, it wants to stay moving. This is called inertia.

Gravity and Weight. An object with mass attracts other objects with mass. This attraction is called gravity. Gravitational pull, or the attraction between two objects, is measured by weight. For example, when you get on a scale and weigh yourself, your weight is a measurement of the gravitational pull between you and the earth.

How Mass and Distance Effect Gravitational Pull. The strength of the gravitational force between two objects (measured by weight) depends on their mass and how far apart they are. For example, if you were to double your mass, the gravitational pull between you and the earth would be twice as strong, and you would weigh more. If the planet you were standing on were twice as massive, the gravitational pull would also be twice as strong. On the other hand, the farther you get from the center of the planet, the weaker the gravitational force between you and the planet, and the less you would weigh.

Newton's Three Laws of Motion. Sir Isaac Newton discovered the force of gravity.

- First Law: An object remains in motion or at rest unless acted on by a push or pull.
- A. As mass increases, inertia increases. As inertia increases, the amount of force needed to accelerate the object also increases.
 - B. The opposite is also true. As an object's mass decreases, its inertia decreases, and the force needed to cause it to accelerate decreases.
 - C. When an object accelerates, its velocity changes. To change velocity, a force must act on the object.

Second Law: The force on an object equals the mass of the object times the acceleration of the object. A force causes a mass to accelerate.

$$\text{Force} = \text{Mass} \times \text{Acceleration}$$

Third Law: For every action there is an equal and opposite reaction. The action and reaction occur at exactly the same time.

Time Out:

1. You are an astronaut leaving on a mission to the moon. As you leave the earth and enter space, will you weigh less or more? _____
2. If you weigh 120 pounds on earth, what is your mass on the moon? _____
3. What does the word *inertia* mean? _____
4. Which rock would take more force to move, a 20-pound rock or a 40-pound rock?

QUICK REFERENCE CHART

Pre-Algebra & Algebra

Numbers

Natural—numbers used for counting (1, 2, 3, 4).

Composite—any number greater than one that has more than two factors.

Prime—any number greater than one that can only be factored by itself and the number one.

Whole—the set of natural numbers, plus zero.

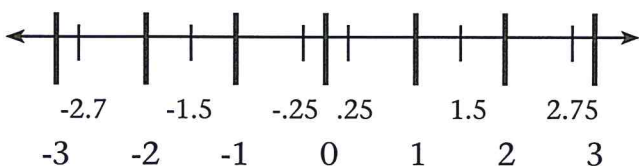
Integers—any positive or negative whole number, plus zero.

Real—comprises all rational and irrational numbers, both positive and negative.

Rational Numbers

- When you add, subtract, or multiply 2 integers, the answer is an integer.
- The quotient of 2 integers is not always an integer.
- A **rational** number is any number that can be written as the quotient of 2 integers.
- **Irrational** numbers cannot be written as the quotient of 2 numbers.
- Whole numbers and their opposites are called integers.

Number Line



Negative

Origin

Positive

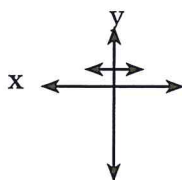
Pythagorean Theorem

In a right angle triangle, the longest side is the hypotenuse; the other sides are the legs. The sum of the squares of the legs is equal to the square of the hypotenuse ($a^2 + b^2 = c^2$).

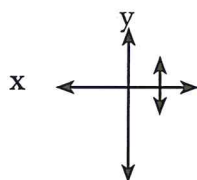
Order of Operations

1. Do work inside parentheses first.
2. Do any operations above or below a division bar.
3. Do all multiplication and division from left to right.
4. Do all addition and subtraction from left to right.

Special Lines



$y = \#$
(0 slope)



$x = \#$
(no slope)

Formulas

Distance = Rate • Time

Income = Salary + Commission

Profit = Income – Expenses

Wet asphalt skid length = $\frac{\text{speed of car}^2}{160}$

Salary or wage =

Hours worked • Pay/hourly rate = Money earned

Work done = Rate of work • Time

Total cost = Pounds • Price per pound

Interest = Principal • Interest rate • Time

Volume of a rectangular prism =

length × width × height

Volume of a cylinder = area of base × height

Surface area of a rectangular prism = Find the area of each face and add the areas of all faces.

Surface area of cylinder =

Add areas of 2 bases and area of the curved surface.

Area of a circle base = $\pi \cdot r^2$

Area of a curved surface = $\pi \cdot 2 \cdot r \cdot h$

Integers Rules

1. When **adding** two numbers with the same sign, take the sum of the two numbers and keep the sign.

Examples: $3 + 6 = 9$; $-2 + -4 = -6$.

2. When **adding** two numbers with different signs, take the difference of the two numbers and use the sign of the larger number.

Examples: $-16 + 8 = -8$; $7 + -3 = 4$.

3. When **subtracting** two numbers, change the subtraction problem to an addition problem by adding the opposite of what was being subtracted. Follow steps #1 and #2 to finish the problem: Examples: $-12 - 6 = -12 + -6 = -18$;

$8 - -3 = 8 + 3 = 11$

QUICK REFERENCE CHART

CAPITALIZATION AND PUNCTUATION GUIDE

Capitalize:

- the first word of every sentence
- proper nouns and proper adjectives
- the first word in a direct quotation
- the first word in the greeting and the closing of a letter
- names of people and also the initials or abbreviations that stand for those names
- titles used with names of persons and abbreviations standing for those titles
- the first letter of the first, last, and other important words in a title
- names of the days of the week, months of the year, and special holidays
- names of languages, races, nationalities, religions, and proper adjectives formed from them
- the first word and all important words in titles of books, periodicals, poems, stories, articles, movies, paintings, and other works of art
- geographic names and sections of the country or world
- names of special events, historical events, government bodies, documents, and periods of time
- names of organizations, institutions, associations, teams, and their members
- names of businesses and brand names of their products
- abbreviations of titles and organizations
- words that refer to a specific deity and sacred books
- words denoting family relationships such as *mother*, *father*, *brother*, *aunt*, *uncle*, etc., only when these words stand for the name of the same individual

Punctuation Rules:

A period is used . . .

- at the end of a declarative sentence as well as a mild imperative sentence
- after initials and abbreviations
- after numbers and letters in outlines
- only once for a sentence ending with an abbreviation
- as a decimal point and to separate dollars and cents

A comma is used ...

- to separate words, phrases, or clauses in a series (at least three items)
- to set off a direct quotation
- to separate the names of a city and state in an address
- to separate the month and day from the year in a date
- to set off a word, phrase, or clause that interrupts the main thought of a sentence
- to separate a noun of direct address from the rest of the sentence
- to separate two or more adjectives which modify the same noun
- to enclose a title, name, or initials which follow a person's last name
- to separate an appositive or any other explanatory phrase from the rest of the sentence
- to separate two independent clauses in a compound sentence joined by such words as: *but*, *or*, *for*, *so*, *yet*
- to separate digits in a number to set off places of hundreds, thousands, millions
- to make the meaning clear whenever necessary

QUICK REFERENCE CHART

PUNCTUATION GUIDE

A semicolon is used ...

- to separate two independent clauses very close in meaning but not joined by *and*, *but*, *or*, *nor*, *for*, or *yet*
- to separate groups of words or phrases which already contain commas
- to connect two independent clauses when the second clause begins with a conjunctive adverb

A colon is used ...

- after the greeting of a formal letter
- before a list of items or details, especially after expressions such as *as follows* and *the following*
- before a long, formal statement or quotation
- between independent clauses when the second clause explains the first clause
- between the parts of a number which indicate time

Parentheses are used ...

- to enclose incidental explanatory matter which is added to a sentence but is not considered of major importance
- to enclose a question mark after a date or statement to show some doubt
- to enclose an author's insertion or comment

Dashes are used ...

- to indicate an abrupt break in thought in the sentence
- to mean *namely*, *in other words*, *that is*, etc., before an explanation

A hyphen is used ...

- to divide a word at the end of a line (divide only between syllables)
- to join the words in compound numbers from twenty-one to ninety-nine and with fractions used as adjectives
- with the prefixes *ex-*, *self-*, *all-*, with the suffix *-elect*, and with all prefixes before a proper noun or proper adjective
- to prevent confusion or awkwardness

A question mark is used ...

- at the end of a direct question (an interrogative sentence)
- inside quotation marks when the quotation is a question

An exclamation mark is used ...

- after a word, phrase, or sentence that expresses strong feeling
- inside quotation marks when the quotation is an exclamation

Quotation marks are used ...

- to set off a direct quotation—a person's exact words (Single quotation marks are used for quotes within quotes.)
- to enclose titles of articles, short stories, poems, songs, and other parts of books and periodicals

Underlining (italics) is used ...

- for titles of books, plays, magazines, newspapers, films, ships, radio and TV programs, music albums, works of art
- to emphasize words, letters, and figures referred to as such and for foreign words

QUICK REFERENCE CHART

NORTH AMERICA		CANADA	
Country	Capital	Province	Capital
Antigua & Barbuda	St. John's	Alberta	Edmonton
Aruba	Oranjestad	British Columbia	Victoria
Bahamas	Nassau	Manitoba	Winnipeg
Barbados	Bridgetown	New Brunswick	Fredericton
Bermuda	Hamilton	Newfoundland and Labrador	St. John's
British Virgin Islands	Road Town	Nova Scotia	Halifax
Canada	Ottawa	Ontario	Toronto
Cayman Islands	George Town	Prince Edward Island	Charlottetown
Cuba	Havana	Quebec	Quebec
Dominica	Roseau	Saskatchewan	Regina
Dominican Republic	Santo Domingo		
Greenland	Nuuk (Godthåb)	Territory	Capital
Grenada	St. George's	Northwest Territories	Yellowknife
Guadeloupe	Basse-Terre	Yukon Territories	Whitehorse
Haiti	Port-au-Prince		
Jamaica	Kingston		
Martinique	Fort-de-France		
Montserrat	Plymouth		
Netherlands Antilles	Willemstad		
Puerto Rico	San Juan		
Saint Kitts & Nevis	Basseterre		
Saint Lucia	Castries		
St. Pierre & Miquelon	St. Pierre		
St. Vincent & Grenadines	Kingstown		
Trinidad & Tobago	Port-of-Spain		
Turks & Caicos Islands	Grand Turk		
United States	Washington, D.C.		
Virgin Islands of U.S.	Charlotte Amalie		
CENTRAL AMERICA		SOUTH AMERICA	
Country	Capital	Country	Capital
Belize	Belmopan	Argentina	Buenos Aires
Costa Rica	San Jose	Bolivia	La Paz/Sucre
El Salvador	San Salvador	Brazil	Brasilia
Guatemala	Guatemala City	Chile	Santiago
Honduras	Tegucigalpa	Colombia	Bogota
Mexico	Mexico City	Ecuador	Quito
Nicaragua	Managua	Falkland Islands	Stanley
Panama	Panama City	French Guiana	Cayenne
		Guyana	Georgetown
		Paraguay	Asuncion
		Peru	Lima
		Suriname	Paramaribo
		Uruguay	Montevideo
		Venezuela	Caracas

QUICK REFERENCE CHART

<i>EUROPE</i>		<i>UNITED STATES</i>	
Country	Capital	State	Capital
Albania	Tirane	Alabama	Montgomery
Andorra	Andorra la Vella	Alaska	Juneau
Armenia	Yerevan	Arizona	Phoenix
Austria	Vienna	Arkansas	Little Rock
Azerbaijan	Baku	California	Sacramento
Belarus	Minsk	Colorado	Denver
Belgium	Brussels	Connecticut	Hartford
Bosnia-Herzegovina	Sarajevo	Delaware	Dover
Bulgaria	Sofia	Florida	Tallahassee
Croatia	Zagreb	Georgia	Atlanta
Czech Republic	Prague	Hawaii	Honolulu
Denmark	Copenhagen	Idaho	Boise
Estonia	Tallinn	Illinois	Springfield
Finland	Helsinki	Indiana	Indianapolis
France	Paris	Iowa	Des Moines
Georgia	Tbilisi	Kansas	Topeka
Germany	Berlin	Kentucky	Frankfort
Gibraltar	Gibraltar	Louisiana	Baton Rouge
Greece	Athens	Maine	Augusta
Hungary	Budapest	Maryland	Annapolis
Iceland	Reykjavik	Massachusetts	Boston
Ireland	Dublin	Michigan	Lansing
Italy	Rome	Minnesota	St. Paul
Latvia	Riga	Mississippi	Jackson
Liechtenstein	Vaduz	Missouri	Jefferson City
Lithuania	Vilnius	Montana	Helena
Luxembourg	Luxembourg	Nebraska	Lincoln
Macedonia	Skopje	Nevada	Carson City
Malta	Valletta	New Hampshire	Concord
Moldova	Kishinev	New Jersey	Trenton
Monaco	Monaco	New Mexico	Santa Fe
Netherlands, The	Amsterdam	New York	Albany
Norway	Oslo	North Carolina	Raleigh
Poland	Warsaw	North Dakota	Bismarck
Portugal	Lisbon	Ohio	Columbus
Romania	Bucharest	Oklahoma	Oklahoma City
Russia	Moscow	Oregon	Salem
San Marino	San Marino	Pennsylvania	Harrisburg
Slovakia	Bratislava	Rhode Island	Providence
Slovenia	Ljubljana	South Carolina	Columbia
Spain	Madrid	South Dakota	Pierre
Sweden	Stockholm	Tennessee	Nashville
Switzerland	Bern	Texas	Austin
Ukraine	Kiev	Utah	Salt Lake City
United Kingdom	London	Vermont	Montpelier
Vatican City	Vatican City	Virginia	Richmond
Yugoslavia	Belgrade	Washington	Olympia
		West Virginia	Charleston
		Wisconsin	Madison
		Wyoming	Cheyenne

QUICK REFERENCE CHART

Periodic Table

PERIODIC TABLE

Transition Elements

NONMETALS

Noble Gases

METALS

Atomic Number
Symbol
Element Name
Atomic Mass

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 H Hydrogen 1	2 He Helium 4	3 Li Lithium 7	4 Be Beryllium 9	5 B Boron 11	6 C Carbon 12	7 N Nitrogen 14	8 O Oxygen 16	9 F Fluorine 19	10 Ne Neon 20	11 Na Sodium 23	12 Mg Magnesium 24	13 Al Aluminum 27	14 Si Silicon 28	15 P Phosphorus 31	16 S Sulfur 32	17 Cl Chlorine 35	18 Ar Argon 40
19 K Potassium 39	20 Ca Calcium 40	21 Sc Scandium 45	22 Ti Titanium 48	23 V Vanadium 51	24 Cr Chromium 52	25 Mn Manganese 55	26 Fe Iron 56	27 Co Cobalt 59	28 Ni Nickel 59	29 Cu Copper 64	30 Zn Zinc 65	31 Ga Gallium 70	32 Ge Germanium 73	33 As Arsenic 75	34 Se Selenium 79	35 Br Bromine 80	36 Kr Krypton 84
37 Rb Rubidium 85	38 Sr Strontium 88	39 Y Yttrium 89	40 Zr Zirconium 91	41 Nb Niobium 93	42 Mo Molybdenum 96	43 Tc Technetium 98	44 Ru Ruthenium 101	45 Rh Rhodium 103	46 Pd Palladium 106	47 Ag Silver 108	48 Cd Cadmium 112	49 In Indium 115	50 Sn Tin 119	51 Sb Antimony 122	52 Te Tellurium 128	53 I Iodine 127	54 Xe Xenon 131
55 Cs Cesium 133	56 Ba Barium 137	57 La Lanthanum 139	58 Ce Cerium 140	59 Pr Praseodymium 141	60 Nd Neodymium 144	61 Pm Promethium 145	62 Sm Samarium 150	63 Eu Europium 152	64 Gd Gadolinium 157	65 Tb Terbium 159	66 Dy Dysprosium 163	67 Ho Holmium 165	68 Er Erbium 167	69 Tm Thulium 169	70 Yb Ytterbium 173	71 Lu Lutetium 175	72 Hf Hafnium 178
87 Fr Francium 223	88 Ra Radium 226	89 Ac Actinium 227	90 Th Thorium 232	91 Pa Protactinium 231	92 U Uranium 238	93 Np Neptunium 237	94 Pu Plutonium 244	95 Am Americium 243	96 Cm Curium 247	97 Bk Berkelium 247	98 Cf Californium 251	99 Es Einsteinium 252	100 Fm Fermium 257	101 Md Mendelevium 259	102 No Nobelium 259	103 Lr Lawrencium 260	104 Unq Ununquadium 261
105 Unp Unpentium 262	106 Unh Unhexium 263	107 Uns Unseptium 262	108 Uno Unoctium 265	109 Une Unennium 266	110 Uuo Unbinilium 285	111 Uuh Untrium 285	112 Uuq Unquadrium 285	113 Uub Unpentium 285	114 Uut Unhexium 285	115 Uuq Unseptium 285	116 Uuo Unoctium 285	117 Uuh Unennium 285	118 Uuo Unbinilium 285	119 Uuh Untrium 285	120 Uuo Unquadrium 285	121 Uuh Unpentium 285	122 Uuo Unhexium 285

Lanthanide Series

Actinide Series

Four yellow pencils are arranged in a square frame around the page. The top and bottom pencils are oriented horizontally, while the left and right pencils are oriented vertically. The word "Notes" is written in red, stylized font inside a pink oval at the top center of the page.

Notes



5 Five things I'm thankful for:

1. _____
2. _____
3. _____
4. _____
5. _____

Notes

Lined writing area for notes, framed by four yellow pencils.



Five things I'm thankful for:

1. _____
2. _____
3. _____
4. _____
5. _____



Better Behavior

Up until now, **Summer Bridge Activities™** has been all about your mind...

But the other parts of you—who you are, how you act, and how you feel—are important too. These pages are all about helping build a better you this summer.

Keeping your body strong and healthy helps you live better, learn better, and feel better. To keep your body healthy, you need to do things like eat right, get enough sleep, and exercise. The Physical Fitness pages of Building Better Bodies will teach you about good eating habits and the importance of proper exercise. You can even train for a Presidential Fitness Award over the summer.

The Character pages are all about building a better you on the inside. They've got fun activities for you and your family to do together. The activities will help you develop important values and habits you'll need as you grow up.

After a summer of Building Better Bodies and Behavior and **Summer Bridge Activities™**, there may be a whole new you ready for school in the fall!



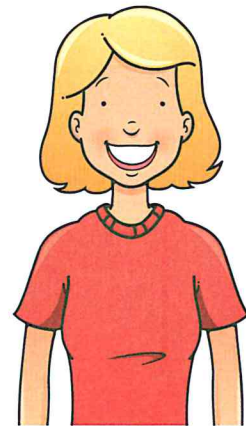
For Parents: Introduction to Character Education

Character education is simply giving your child clear messages about the values you and your family consider important. Many studies have shown that a basic core of values is universal. You will find certain values reflected in the laws of every country and incorporated in the teachings of religious, ethical, and other belief systems throughout the world.

The character activities included here are designed to span the entire summer. Each week your child will be introduced to a new value, with a quote and two activities that illustrate it. Research has shown that character education is most effective when parents reinforce the values in their child's daily routine; therefore, we encourage parents to be involved as their child completes the lessons.

Here are some suggestions on how to maximize these lessons.

- Read through the lesson yourself. Then set aside a block of time for you and your child to discuss the value.
- Plan a block of time to work on the suggested activities.
- Discuss the meaning of the quote with your child. Ask, "What do you think the quote means?" Have your child ask other members of the family the same question. If possible, include grandparents, aunts, uncles, and cousins.
- Use the quote as often as you can during the week. You'll be pleasantly surprised to learn that both you and your child will have it memorized by the end of the week.
- For extra motivation, you can set a reward for completing each week's activities.
- Point out to your child other people who are actively displaying a value. Example: "See how John is helping Mrs. Olsen by raking her leaves."
- Be sure to praise your child each time he or she practices a value: "Mary, it was very courteous of you to wait until I finished speaking."
- Find time in your day to talk about values. Turn off the radio in the car and chat with your children; take a walk in the evening as a family; read a story about the weekly value at bedtime; or give a back rub while you talk about what makes your child happy or sad.
- Finally, model the values you want your child to acquire. Remember, children will do as you do, not as you say.



Name _____

Date _____

How I Measure Up!



You will be filling in this page twice—once now and once at the end of the summer to see how you have grown. Have an adult help you measure yourself to fill in the blanks below.

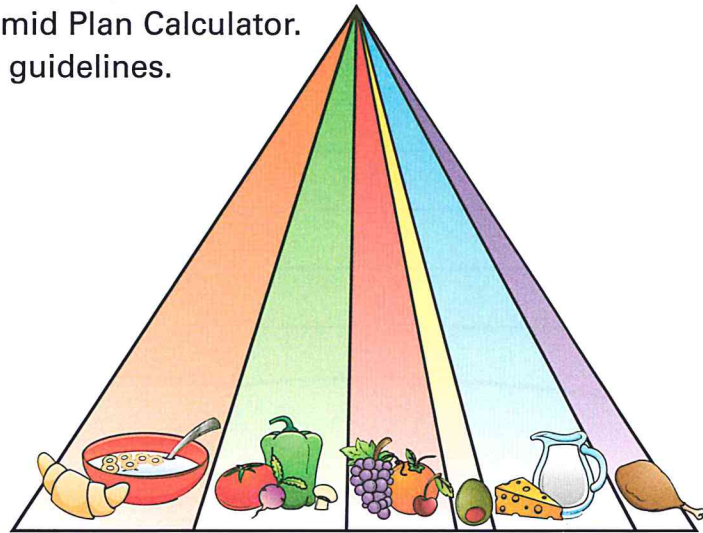
around the neck _____
 smile _____
 neck to belly button _____
 around the wrist _____
 around the waist _____
 waist to ankle _____
 foot length _____
 around the neck _____
 shoulder to elbow _____
 elbow to wrist _____
 around the waist _____
 length of longest finger _____
 around the knee _____
 around the ankle _____

smile _____
 around the neck _____
 neck to belly button _____
 around the wrist _____
 around the waist _____
 waist to ankle _____
 foot length _____
 around the neck _____
 shoulder to elbow _____
 elbow to wrist _____
 around the waist _____
 length of longest finger _____
 around the knee _____
 around the ankle _____

Nutrition

The food you eat helps your body grow. It gives you energy to work and play. Some foods give you protein or fats. Other foods provide vitamins, minerals, or carbohydrates. These are all things your body needs. Eating a variety of good foods each day will help you stay healthy. How much and what foods you need depends on many things, including whether you're a girl or boy, how active you are, and how old you are. To figure out the right amount of food for you, go to <http://www.mypyramid.gov/mypyramid/index.aspx> and use the Pyramid Plan Calculator. In the meantime, here are some general guidelines.

Your body needs nutrients from each food group every day.



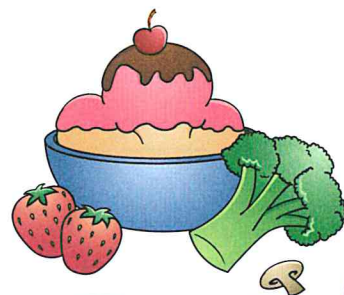
Grains	Vegetables	Fruits	Oils	Milk	Meat & Beans
4 to 5 ounce equivalents each day (an ounce might be a slice of bread, a packet of oatmeal, or a bowl of cereal)	1 1/2 cups each day	1 to 1 1/2 cups each day		1 to 2 cups of milk (or other calcium-rich food) each day	3 to 5 ounce equivalents each day

What foods did you eat today?

Which food group did you eat the most foods from today?

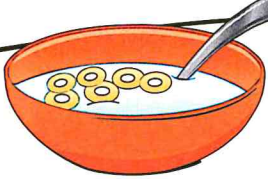
From which food group did you eat the least?

Which meal included the most food groups?


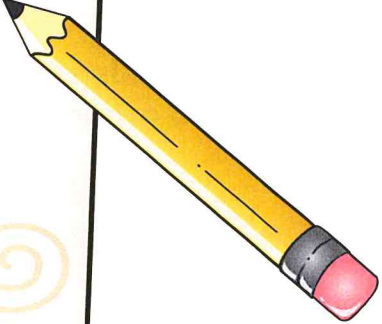


Meal Planning


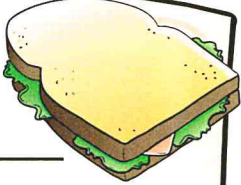
Plan out three balanced meals for one day. Arrange your meals so that by the end of the day, you will have had all the recommended amounts of food from each food group listed on the food pyramid.



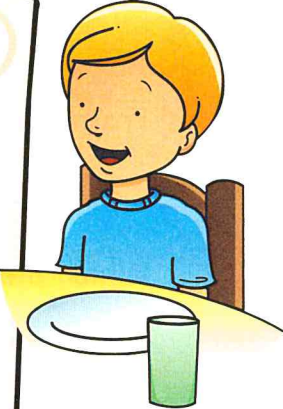
Breakfast



Lunch



Dinner



Meal Tracker

Use these charts to record the amount of food you eat from each food group for one or two weeks. Have another family member keep track, too, and compare.

	Grains	Milk	Meat & Beans	Fruits	Vegetables	Oils/Sweets
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

	Grains	Milk	Meat & Beans	Fruits	Vegetables	Oils/Sweets
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

	Grains	Milk	Meat & Beans	Fruits	Vegetables	Oils/Sweets
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

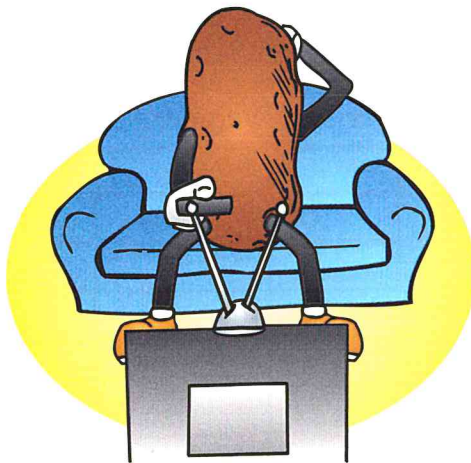
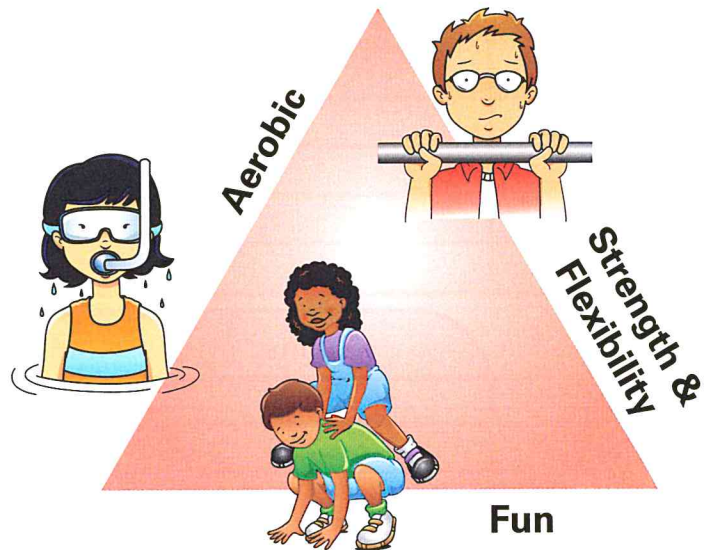
	Grains	Milk	Meat & Beans	Fruits	Vegetables	Oils/Sweets
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

Get Moving!

Did you know that getting no exercise can be almost as bad for you as smoking?
So get moving this summer!

Summer is the perfect time to get out and get in shape. Your fitness program should include three parts:

- Get 30 minutes of aerobic exercise per day, three to five days a week.
- Exercise your muscles to improve strength and flexibility.
- Make it FUN! Do things that you like to do. Include your friends and family.



If the time you spend on activities 4 and 5 adds up to more than you spend on 1–3, you could be headed for a spud's life!

Couch Potato Quiz

1. Name three things you do each day that get you moving.
2. Name three things you do a few times a week that are good exercise.
3. How many hours do you spend each week playing outside or exercising?
4. How much TV do you watch each day?
5. How much time do you spend playing computer or video games?



You can find information on fitness at
www.fitness.gov or www.kidshealth.org

Activity Pyramid

The Activity Pyramid works like the Food Pyramid. You can use the Activity Pyramid to help plan your summer exercise program. Fill in the blanks below.

List 1 thing that isn't good exercise that you could do less of this summer.

1. _____

List 3 fun activities you enjoy that get you moving and are good exercise.

1. _____
2. _____
3. _____

List 3 exercises you could do to build strength and flexibility this summer.

1. _____
2. _____
3. _____

Cut Down On



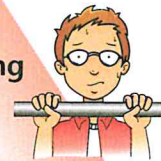
TV time
video or computer games
sitting for more than
30 minutes at a time

2-3 Times a Week



Work & Play
bowling
swinging
fishing
jump rope
yard work

Strength & Stretching
dancing
martial arts
gymnastics
push-ups/pull-ups



List 2 sports you would like to participate in this summer.

List 3 activities you would like to do for aerobic exercise this summer.

1. _____
2. _____
3. _____

1. _____
2. _____

3-5 Times a Week at least 30 minutes



Aerobic Exercise
walking
running

skating
bicycling
swimming

Sports/Recreation
soccer
basketball
volleyball

relay races
tennis
baseball



Every Day



walk
play outside
take the stairs
bathe your pet



help with chores:
sweeping
washing dishes
picking up
clothes and toys



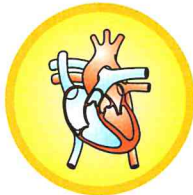
Adapted from the President's Council on Fitness and Sports

List 5 everyday things you can do to get moving more often.

1. _____
2. _____
3. _____
4. _____
5. _____

Fitness Fundamentals

Basic physical fitness includes several things:



Cardiovascular Endurance. Your cardiovascular system includes your heart and blood vessels. You need a strong heart to pump your blood which delivers oxygen and nutrients to your body.

Muscular Strength. This is how strong your muscles are.



Muscular Endurance. Endurance has to do with how long you can use your muscles before they get tired.

Flexibility. This is your ability to move your joints and to use your muscles through their full range of motion.



Body Composition. Your body is made up of lean mass and fat mass.

Lean mass includes the water, muscles, tissues, and organs in your body.

Fat mass includes the fat your body stores for energy. Exercise helps you burn body fat and maintain good body composition.



Find these fitness words.

Word Bank

aerobic	exercise	fat
muscular	flexible	blood
endurance	strength	oxygen
heart rate	joint	hiking

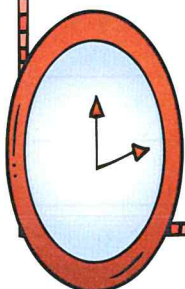
The goal of a summer fitness program is to improve in all the areas of physical fitness.

You build cardiovascular endurance through **aerobic** exercise. For **aerobic** exercise, you need to work large muscle groups at a steady pace. This increases your heart rate and breathing. You can jog, walk, hike, swim, dance, do aerobics, ride a bike, go rowing, climb stairs, rollerblade, play golf, backpack...

You should get at least 30 minutes of aerobic exercise per day, three to five days a week.

You build muscular strength and endurance with exercises that work your muscles, like sit-ups, push-ups, pull-ups, and weight lifting.

You can increase flexibility through stretching exercises. These are good for warm-ups, too.



Your Summer Fitness Program

Start your summer fitness program by choosing at least one aerobic activity from your Activity Pyramid. You can choose more than one for variety.



Do this activity three to five times each week. Keep it up for at least 30 minutes each time.
(Exercise hard enough to increase your heart rate and your breathing. Don't exercise so hard that you get dizzy or can't catch your breath.)

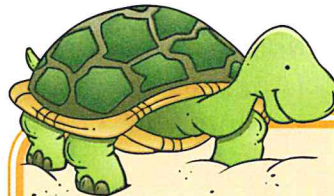


Use this chart to plan when you will exercise, or use it as a record when you exercise.

DATE	ACTIVITY	TIME

DATE	ACTIVITY	TIME

Plan a reward for meeting your exercise goals for two weeks.
(You can make copies of this chart to track your fitness all summer long.)

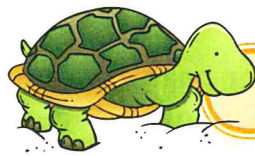


Start Slow!

Remember to start out slow. Exercise is about getting stronger. It's not about being superman—or superwoman—right off the bat.

Are You Up to the Challenge?

The Presidential Physical Fitness Award Program was designed to help kids get into shape and have fun. To earn the award, you take five fitness tests. These are usually given by teachers at school, but you can train for them this summer. Make a chart to track your progress. Keep working all summer to see if you can improve your score.



Remember: **Start Slow!**

1. **Curl-ups.** Lie on the floor with your knees bent and your feet about 12 inches from your buttocks. Cross your arms over your chest. Raise your trunk up and touch your elbows to your thighs. Do as many as you can in one minute.



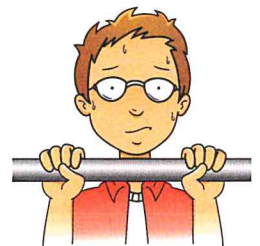
2. **Shuttle Run.** Draw a starting line. Put two blocks 30 feet away. Run the 30 feet, pick up a block, and bring it back to the starting line. Then run and bring back the second block. Record your fastest time.

3. **V-sit Reach.** Sit on the floor with your legs straight and your feet 8 to 12 inches apart. Put a ruler between your feet, pointing past your toes. Have a partner hold your legs straight, and keep your toes pointed up. Link your thumbs together and reach forward, palms down, as far as you can along the ruler.



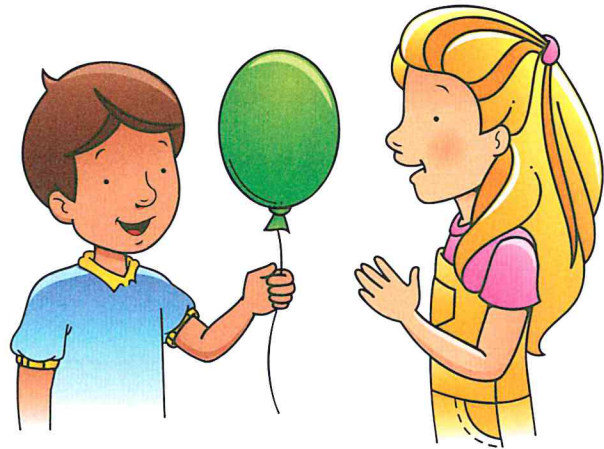
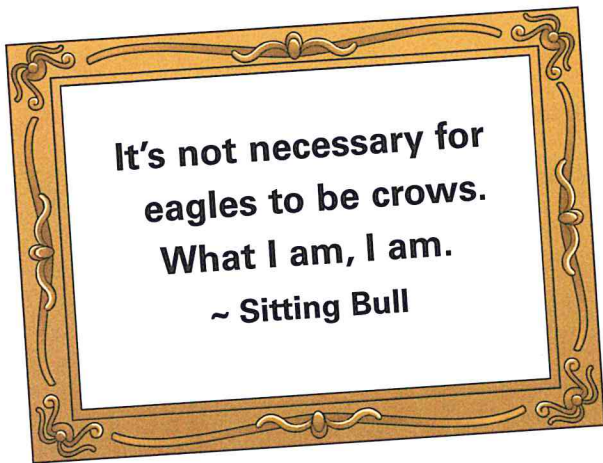
4. **One-Mile Walk/Run.** On a track or some safe area, run one mile. You can walk as often as you need to. Finish as fast as possible. (Ages six to seven may want to run a quarter mile; ages eight to nine, half a mile.)

5. **Pull-ups.** Grip a bar with an overhand grip (the backs of your hands toward your face). Have someone lift you up if you need help. Hang with your arms and legs straight. Pull your body up until your chin is over the bar; then let yourself back down. Do as many as you can.



Respect

Respect is showing good manners toward all people, not just those you know or who are like you. Respect is treating everyone, no matter what religion, race, or culture, male or female, rich or poor, in a way that you would want to be treated. The easiest way to do this is to decide to **never** take part in activities and to **never** use words that make fun of people because they are different from you or your friends.



Word Search

Find these words that also mean *respect*.

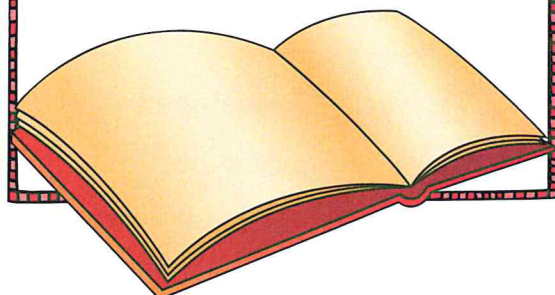
Word Bank

honor
idolize
admire
worship
recognize
appreciate
venerate
prize

m c e t a r e n e v
w j t a h p s e p t
e c a d n n t z i w
z v i m w u k i h r
i e c i h b h n s o
l z e r v b j g r n
o i r e k a u o o o
d r p g m e e c w h
i p p b g c h e r j
q f a b f g u r r z

Activity

This week go to the library and check out *The Well: David's Story* by Mildred Taylor (1995). The story is set in Mississippi in the early 1900s and tells about David's family, who shares their well with both black and white neighbors. Be sure to read this book with your parents.



Gratitude

Gratitude is when you thank people for the good things they have given you or done for you. Thinking about people and events in your life that make you feel grateful (thankful) will help you become a happier person.

There are over 465 different ways of saying thank you. Here are a few:

Danke

Toda

Merci

Gracias

Nandri

Spasibo

Arigato

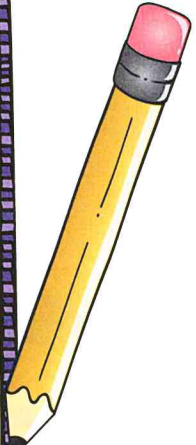
Gadda ge

Paldies

Hvala

Make a list of ten things you are grateful for.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____



A Recipe for Saying Thanks

1. Make a colorful card.
2. On the inside, write a thank-you note to someone who has done something nice for you.
3. Address an envelope to that person.
4. Pick out a cool stamp.
5. Drop your note in the nearest mailbox.



Saying thank you
creates love.

~ Daphne Rose Kingma

Manners



If you were the only person in the world, you wouldn't have to have **good manners** or be **courteous**. However, there are over six billion people on our planet, and good manners help us all get along with each other.

Children with good manners are usually well liked by other children and are certainly liked by adults. Here are some simple rules for good manners:

- When you ask for something, say, "Please."
- When someone gives you something, say, "Thank you."
- When someone says, "Thank you," say, "You're welcome."
- If you walk in front of someone or bump into a person, say, "Excuse me."
- When someone else is talking, wait before speaking.
- Share and take turns.

No kindness, no matter how small, is ever wasted. ~ Aesop's Fables

Find these words or phrases that deal with *courtesy*.

Word Bank

etiquette
thank you
welcome
excuse me
please
share
turns
patience
polite
manners

m u o y k n a h t
e m o c l e w e e
e s a e l p x f c
a m q u f c x r n
e t t e u q i t e
s r g s n r u t i
s r e n n a m g t
v m p o l i t e a
e i e r a h s h p

I've Got Manners

Make a colorful poster to display on your bedroom door or on the refrigerator. List five ways you are going to practice your manners. Be creative and decorate with watercolors, poster paints, pictures cut from magazines, clip art, or geometric shapes. Instead of making a poster, you could make a mobile to hang from your ceiling that shows five different manners to practice.

Consequences

A **consequence** is what happens after you choose to do something. Some choices lead to good consequences. Other choices lead to bad consequences. An example of this would be choosing whether to eat an apple or a bag of potato chips. The potato chips might seem like a more tasty snack, but eating an apple is better for your body. Or, you may not like to do your homework, but if you choose not to, you won't do well in school, and you may not be able to go out with your friends.

It's hard to look into the future and see how a choice will influence what happens today, tomorrow, or years from now. But whenever we choose to do something, there are consequences that go with our choice. That's why it is important to *think before you choose*.

Remember: The easiest choice does not always lead to the best consequence.

We choose to go to the moon not because it's easy, but because it's hard.
~ John F. Kennedy

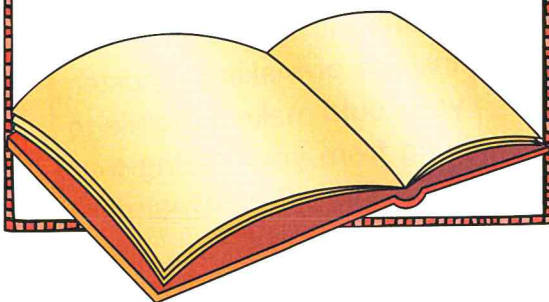
Find these words that also mean *consequence*.

Word Bank

result	outcome	fallout
payoff	effect	reaction
product	aftermath	upshot

Activity

Get a copy of *The Tale of Peter Rabbit* by Beatrix Potter. This simple story is full of choices that lead to bad consequences. Write down three choices Peter made and the consequences that occurred. Who made a good choice, and what was the consequence?



b	e	h	p	j	c	p	o	j	q
i	t	h	a	e	l	r	w	r	v
z	u	t	y	f	r	o	s	t	v
g	o	a	o	f	e	d	t	o	m
r	l	m	f	e	a	u	r	h	j
e	l	r	f	c	c	c	e	s	e
s	a	e	b	t	t	t	m	p	g
u	f	t	s	e	i	j	t	u	i
l	e	f	e	m	o	c	t	u	o
t	c	a	i	m	n	o	h	f	d

Friendship

Friends come in all sizes, shapes, and ages: brothers, sisters, parents, neighbors, good teachers, and school and sports friends.

There is a saying, "To have a friend you need to be a friend." Can you think of a day when someone might have tried to get you to say or do unkind things to someone else? Sometimes it takes courage to be a real friend. Did you have the courage to say no?

A Recipe for Friendship

- 1 cup of always listening to ideas and stories
- 2 pounds of never talking behind a friend's back
- 1 pound of no mean teasing
- 2 cups of always helping a friend who needs help

Take these ingredients and mix completely together. Add laughter, kindness, hugs, and even tears. Bake for as long as it takes to make your friendship good and strong.

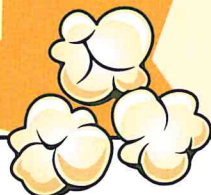


**I get by with a little
help from my friends.**

~ John Lennon

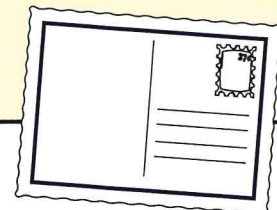
Family Night at the Movies

Rent *Toy Story* or *Toy Story II*. Each movie is a simple, yet powerful, tale about true friendship. Fix a big bowl of popcorn to share with your family during the show.



International Friendship Day

The first Sunday in August is International Friendship Day. This is a perfect day to remember all your friends and how they have helped you during your friendship. Give your friends a call or send them an email or snail-mail card.



Confidence

People are **confident** or have **confidence** when they feel like they can succeed at a certain task. To feel confident about doing something, most people need to practice a task over and over.

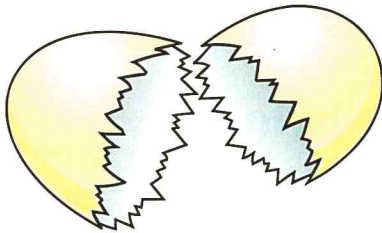


Reading, pitching a baseball, writing in cursive, playing the flute, even mopping a floor are all examples of tasks that need to be practiced before people feel confident they can succeed.

What are five things you feel confident doing?

What is one thing you want to feel more confident doing?

Make a plan for how and when you will practice until you feel confident.

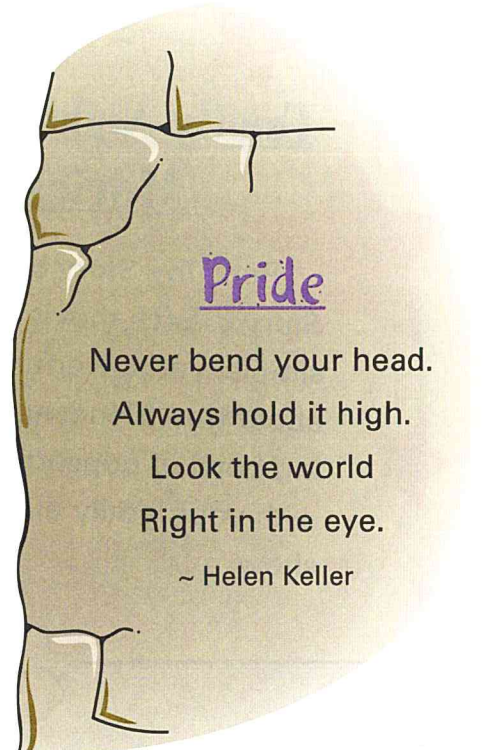


You Crack Me Up!

Materials needed:
1 dozen eggs
a mixing bowl

Cracking eggs without breaking the yolk or getting egg whites all over your hands takes practice.

1. Watch an adult break an egg into the bowl. How did they hold their hands? How did they pull the egg apart?
2. Now you try. Did you do a perfect job the first time? Keep trying until you begin to feel confident about cracking eggs.
3. Use the eggs immediately to make a cheese omelet or custard pie. Refrigerate any unused eggs for up to three days.



Responsibility

You show **responsibility** by doing what you agree or promise to do. It might be a task, such as a homework assignment, or a chore, such as feeding your fish.

When you are young, your parents and teachers will give you simple tasks like putting away toys or brushing your teeth without being asked. As you get older, you will be given more responsibility. You might be trusted to come home from a friend's house at a certain time or drive to the store for groceries.

It takes a lot of practice to grow up to be a responsible person. The easiest way to practice is by keeping your promises and doing what you know is right.

A parent is responsible for different things than a child or a teenager. Write three activities you are responsible for every day. Then write three things a parent is responsible for every day.



If you want your eggs hatched, sit on them yourself. ~ Haitian Proverb

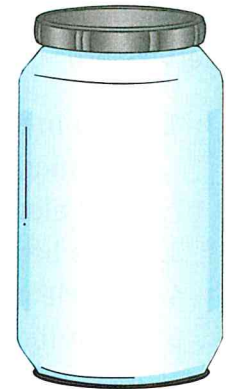
Activity



Materials needed:

21 pennies or counters such as beans, rocks, or marbles

2 small containers labeled #1 and #2



Decide on a reward for successfully completing this activity.

Put all the counters in container #1.

Review the three activities you are responsible for every day.

Each night before you go to bed, put one counter for each completed activity into container #2. At the end of seven days count all the counters in container #2.

If you have 16 or more counters in container #2, you are on your way to becoming very responsible. Collect your reward.

My reward is _____.

Service/Helping

Service is helping another person or group of people without asking for any kind of reward or payment. These are some good things that happen when you do service:

1. You feel closer to the people in your community (neighborhood).
2. You feel pride in yourself when you see that you can help other people in need.
3. Your family feels proud of you.
4. You will make new friends as you help others.

An old saying goes, "Charity begins at home." This means that you don't have to do big, important-sounding things to help people. You can start in your own home and neighborhood.



Activity

Each day this week, do one act of service around your house. Don't ask for or take any kind of payment or reward. Be creative! Possible acts of service are

1. Carry in the groceries, do the dishes, or fold the laundry.
2. Read aloud to a younger brother or sister.
3. Make breakfast or pack lunches.
4. Recycle newspapers and cans.
5. Clean the refrigerator or your room.

At the end of the week, think of a project to do with your family that will help your community. You could play musical instruments or sing at a nursing home, set up a lemonade stand and give the money you make to the Special Olympics, offer to play board games with children in the hospital, or pick some flowers and take them to a neighbor. The list goes on and on.

All the flowers of tomorrow are in the seeds of today.
~ Indian Proverb

Word Search

Find these words that also mean **service**.

Word Bank

help	assist	aid
charity	support	boost
benefit	contribute	guide

m v l a o d w f d r
c o n t r i b u t e
t b s x c a z v x q
s g p q g w b n y t
i v l y g u v x z i
s n e t e x m n m f
s f h d u d g t e e
a u c h a r i t y n
s u p p o r t u x e
b o o s t g f j g b

Honesty and Trust

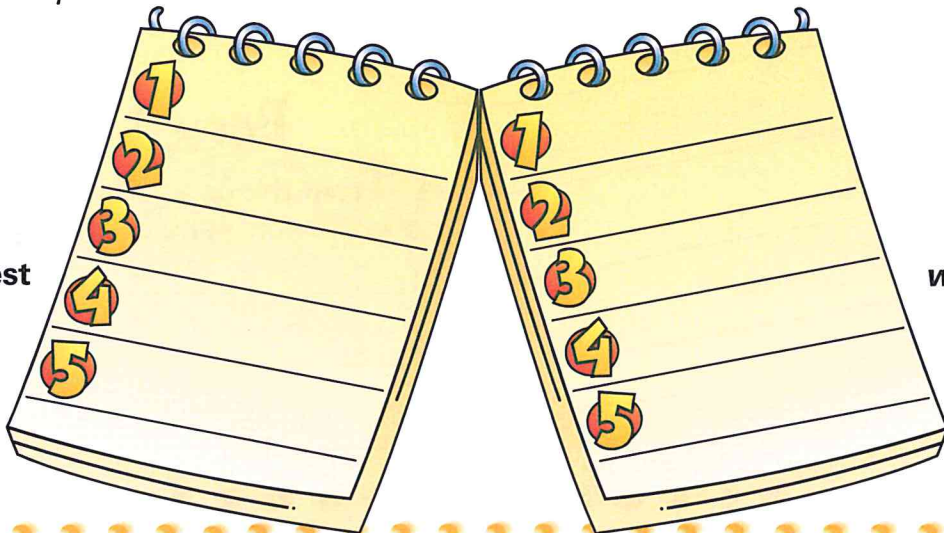
Being an **honest** person means you don't steal, cheat, or tell lies. **Trust** is when you believe someone will be honest. If you are dishonest, or not truthful, people will not trust you.

You want to tell the truth because it is important to have your family and friends trust you. However, it takes courage to tell the truth, especially if you don't want people to get mad at you or be disappointed in the way you behaved.

How would your parents feel if you lied to them? People almost always find out about lies, and most parents will be more angry about a lie than if you had told them the truth in the first place.

When family or friends ask about something, remember that honesty is telling the truth. Honesty is telling what really happened. Honesty is keeping your promises. *Be proud of being an honest person.*

Write down five feeling words about how you felt when you *weren't* honest or trusted.



Write down five feeling words about how you felt when you *were* honest or trusted.


Parent note: Help your child by pointing out times he or she acted honestly.

Count to Ten

Tape ten pieces of colored paper to your refrigerator. For one week, each time you tell the truth or keep a promise, take one piece of paper down and put it in the recycling bin. If all ten pieces of paper are gone by the end of the week, collect your reward.



My reward is _____.



Honesty is the first chapter in the book of wisdom.

~ Thomas Jefferson

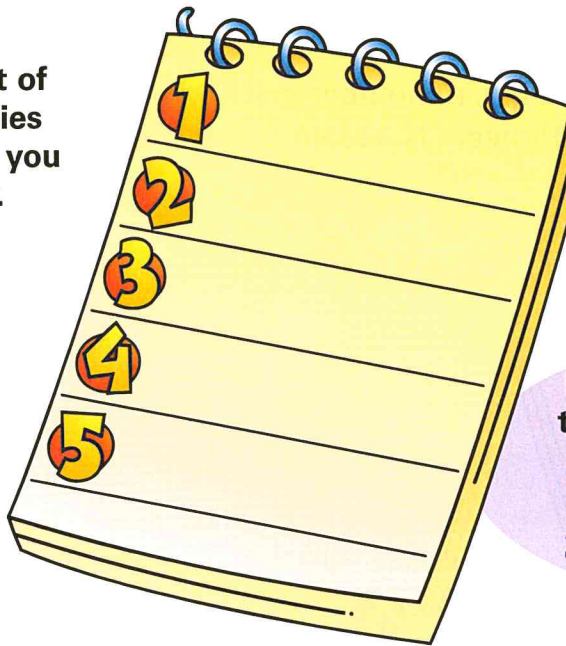
Happiness

Happiness is a feeling that comes when you enjoy your life. Different things make different people happy. Some people feel happy when they are playing soccer. Other people feel happy when they are playing the cello. It is important to understand what makes you happy so you can include some of these things in your daily plan.



These are some actions that show you are happy: laughing, giggling, skipping, smiling, and hugging.

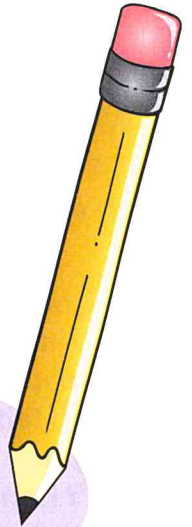
Make a list of five activities that make you feel happy.



Bonus!

List two things you could do to make someone else happy.

1. _____
2. _____



Activity

Write down a plan to do one activity each day this week that makes you happy.

Try simple things—listen to your favorite song, play with a friend, bake muffins, shoot hoops, etc.

Be sure to thank everyone who helps you, and don't forget to laugh!

Happy Thought

The world is so full of a number of things,

I'm sure we should all be happy as kings.

~Robert Louis Stevenson



A large rectangular page with a border made of four yellow pencils, each with a pink eraser and a silver ferrule. The word "Notes" is written in a red, serif font inside a pink oval at the top center. Below the title are 20 horizontal black lines for writing. In the bottom right corner, there is a purple rectangular box with a torn-edge effect, containing a cartoon number 5 with legs and arms, a yellow pushpin, and the text "Five things I'm thankful for:" followed by five numbered lines for a list.

Notes



Five things I'm thankful for:

1. _____
2. _____
3. _____
4. _____
5. _____

Notes




Five things I'm thankful for:

1. _____
2. _____
3. _____
4. _____
5. _____

Notes

Handwriting practice lines for notes, framed by four yellow pencils.



Five things I'm thankful for:

1. _____
2. _____
3. _____
4. _____
5. _____