8th Grade Summer 2020 Reading Form

Dear Class of 2021,

As you enjoy your summer, we ask that you read at least one book of fiction. After you complete the reading, please thoughtfully finish the following form and bring it with you on the first day of school! You may print out and hand write your responses or make a copy of the doc and type directly into it. If you need help finding a novel, you may want to consult the attached list of recommended reads from your student peers or check out any of the following links. Feel free to reach out via email if you have any questions about this assignment. Thanks!

Enjoy the rest of your summer,
Mr. Ferretti

https://www.goodreads.com/list/show/39200.FCPS_7th_8th_grade_summer_2013_part_2_of_2
https://www.goodreads.com/genres/young-adult-historical-fiction

https://www.goodreads.com/list/show/26497.Realistic_Fiction_For_Middle_Schoolers

Your Name: _____

Title and Author of the Novel	Setting (Time and Place)

Brief Plot Summary Including Conflict and Character Development: (You may bullet point.)

Meaningful quotations: Write down two quotations and below each, explain the quotation's meaning/its importance to the story.

Quotation 1:

Explain the quotation's meaning/significance:

Quotation 2:

Explain the quotation's meaning/significance:

What did the author hope to convey to you as the reader? What lessons/morals did you learn from reading this book?

To whom would you recommend this book and why? Consider gender, age, interests, etc.

Recommended Summer Reading Books from the Class of 2020

Recommendations from the Class of 2020:
Where the Red Fern Grows
Ghost Boys
Lion
Baseball Genius
Wonder
Say You're Sorry
Wonder Woman Warbringer
The Name of the Book is Secret
Dark Life
Treasure Island
Questions I Want To Ask You
A Long Walk to Water
The Refugee
Keeper of the Lost Cities
Pandamonium
The Death Cure
The Hate U Give
The Illuminator
Alex and Eliza: A Love Story
Big Game
Flush
MockingJay

8th Grade Social Studies
Summer Work Part I
Mr. Brown   (email me if you have questions   rbrown@stannesde.org)

<u>Tracking Our World</u>

In 8th grade we spend the large majority of our time looking at parts of our world outside of the United States. Throughout the summer, keep track of **10** major events going on throughout the world using the chart below. In the boxes, list what the event is, where it occurred and then your personal reaction. Please fill out all of the boxes on the chart. **Note: You may choose one of these events to find an article for your current event in Part II if you would like.**

What happened?	Where?	Your reaction?
Example: A soccer star in Brazil told the media that people should not come to the Olympics in Rio this year because of problems in Rio, such as violence.	**Example**: Rio de Janeiro, Brazil	**Example**: It would be a shame for the Olympics to be surrounded by controversies, but it may be too dangerous to hold them there. Maybe something can be done to make it safer.

8th Grade World Cultures & Geography
 Current Events Guidelines & Checklist

For this summer, you are responsible for completing ONE current event
(follow the format below)

- ❏ **Since we are a World Cultures class, your news story should take place <u>outside of the United States.</u> The focus should be on other countries**
- ❏ **Type your current event in a NEW Google Doc.**
- ❏ **Format = Two STRONG paragraphs. 1 for Comprehension, 1 for Analysis. Use the questions below to guide you in responding to the current event. Use details!**
- ❏ **Font = Times New Roman / Double Spaced / Size 12**
- ❏ **At the end, include a discussion question for your classmates**
- ❏ **Include the url link to your news story**

Paragraph 1 = Comprehension/Summary

- ● What is the main idea of this article?

- ● Who is involved? (specific people, groups, countries, etc.)

- ● What happened? (Provide examples of key events, important quotes, tell me enough so that I know what

  happened without actually reading the article)

- ● When/Where did this happen?

- ● Why/How did it happen? If unsure, please explain why that is the case.

Paragraph #2 = Your Analysis:

- ● How does this event affect the community, state, and/or country in which it takes place?

- ● What does this article show you about society, values, or the state of affairs of those areas involved?

- ● What is your overall opinion of this article?

- ● How might this article affect you personally? (find a way to relate) Could this event have global implications?

- ● Relate this article to something we have discussed in one of your classes this year class (find a way)

At the very end of your response, add a thought provoking question that could be used as part of a class discussion.

Attach the article or link to the website at the bottom of your current event.

Dear Students,

Welcome to 8th Grade! I hope you are all having a blissful summer break. This summer packet contains prerequisite skills that you will need to be successful in Algebra 1. Please spend some time this summer keeping these skills and concepts fresh in your mind. The packet will be graded and will form part of your grade for the Fall trimester. Please review the following instructions before completing the packet:

• Complete each problem, and show all steps used to arrive at the final answer.

• Show all work neatly in the actual packet if it is printed. (Additional lined paper may be added if necessary.)

• If packet is not printed, then make sure to number each page and problem as it appears on the packet. All work must be neatly presented.

 • Box or circle your final answers.

• Do not rush! Use time wisely.

 • If you are stuck on a/or problem(s), check out of the math websites posted below or you can email me on: fokocha@saintannesschool.org. (please keep in mind I may not respond swiftly to your email)

Have a great summer – I look forward to seeing you all in September!

Best Regards.

Mr. Okocha

Name: _____

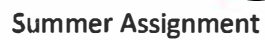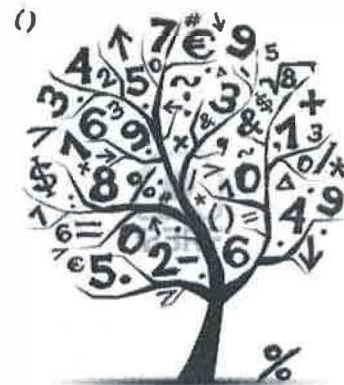**Welcome**

As you work through the packet, keep track of the following:

"Things I learned, but forget how to do:"	"Things I never learned:"

Name: _____

A. The Real Number System

All Real Numbers can be classified by the following:

Rational Numbers: Any value that can be written as a fraction $\dfrac{a}{b}$

Irrational Numbers: Any value that cannot be written as a fraction.

Integers: Any positive or negative whole value and zero

Whole Numbers: Any positive whole value and zero

Natural / Counting Numbers: Any positive whole value

Exercises: Label the diagram.

Classify each of the following in the most specific subset.

1. $\sqrt{7}$
2. $-\sqrt{16}$
3. 0

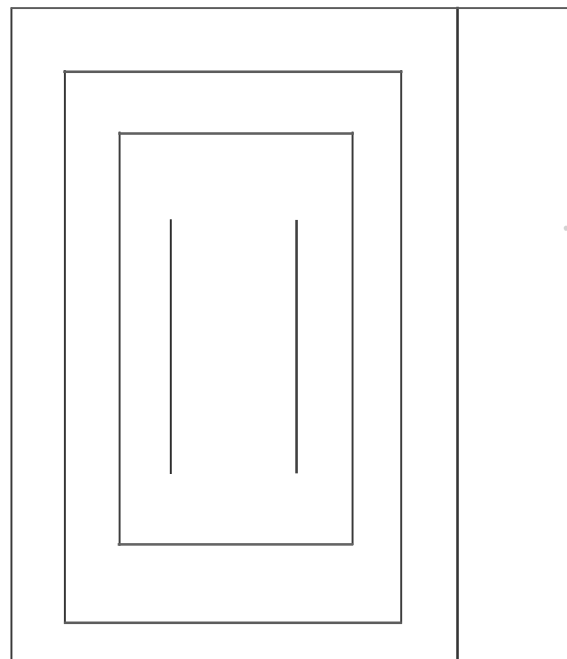4. $0.\overline{3}$
5. $\dfrac{10}{5}$
6. 2.7467

7. $\dfrac{3}{5} + \dfrac{14}{10}$
8. $14/6$

B. The Order of Operations: Follow the Order of Operations when simplifying expressions:

1. Simplify all grouping symbols: parenthesis, brackets, braces, fraction bars, absolute value and radical signs
2. Simplify all exponents and radicals.
3. Do multiplication and division in order from left to right.
4. Do addition and subtraction in order from left to right.

Exercises: Simplify:

9. $12 \bullet 6 \div 2$

10. $24 \div 4(2)$

11. $\dfrac{3(4+2)}{2(4+3)}$

12. $5 + 6(4-1) \div \dfrac{1}{3}$

13. $\dfrac{9(2+1)^2}{9} + \dfrac{5(4+2)}{5-4}$

14. $2\sqrt{25} + 10 \div 2(6) - |-4|$

2

C. Operations with Integers

Review sign rules for operations with positive and negative values:

Positive + Positive = _____   Positive • Positive = _____

Negative + Negative = _____   Negative • Negative = _____

Positive + Negative =   Hmmmmm?   Positive • Negative = _____

Describe why the sum of a positive and negative
value can be either positive or negative:

Exercises: Simplify (you will need to be able to simplify these types of problems **without a calculator**).

15. $-4+18$

16. $-5-5$

17. $7-3-11$

18. $-3+7-4+6$

19. $7(-6)$

20. $-2 \bullet (-9)$

21. $-30(7)$

22. $-2 \bullet 4 \bullet (-3)$

23. $-56/8$

24. $121 \div (-11)$

25. $\dfrac{-108}{-12}$

26. Find the average of -8, -5, 4, 13, -12 and -4

27. $\dfrac{5-15}{-7+2} - 3^3$

28. $-4 \div 2 + 12/6$

29. $(3+2)^2 - 7 \bullet 4$

30. $36 - 12/4 \bullet 2^2$

D. Operations with Real Numbers

Review rules for operations with fractions:
- Adding and subtracting fractions: Find a common _____; add or subtract the _____ only.
- Multiplying fractions: multiply numerators, multiply denominators. Simplify by dividing common factors
- Dividing fractions: multiply the dividend (first value) by the reciprocal of the divisor (second value)

Exercises: Simplify (you will need to be able to simplify these types of problems without a calculator).

31. $-\dfrac{1}{3}+\dfrac{1}{2}$

32. $3-\dfrac{1}{7}$

33. $\dfrac{13}{16}+\dfrac{5}{8}$

34. $3\dfrac{1}{5}-\dfrac{2}{3}$

35. $-5\dfrac{1}{6}-2\dfrac{3}{4}$

36. $2\dfrac{3}{4}\bullet\dfrac{1}{2}$

37. $14\div\dfrac{7}{8}$

38. $16\div\dfrac{2}{3}$

39. $-\dfrac{2}{5}\bullet 45$

40. $\dfrac{2}{3}\div 12$

41. $\dfrac{3}{5}\div 2\dfrac{1}{7}$

42. $-3\dfrac{1}{9}\div 7$

43. $\dfrac{2}{3}+\dfrac{1}{4}\left(\dfrac{2}{5}\right)-\dfrac{1}{15}$

44. $\dfrac{2}{3}\left(\dfrac{1}{4}+\dfrac{2}{5}\right)-\dfrac{1}{15}$

E. Translations

Fill in the chart with the math symbol or operation that represents each term:

Sum		difference		product	
of		twice		quotient	
more than		times		square	
less than		divided		square root	

Exercises: Translate the following expressions into math symbols, and then simplify the expression.

45. Four more than twice seven.

46. Six less than five times three.

47. Twenty five divided by the difference of seven and two.

48. One half of the sum of twenty and four.

49. Six squared less the product of five and six.

50. Five less than the square root of sixteen.

51. One third of a number minus seven.

52. The sum of a number and 3 divided by 9.

F. Evaluating Expressions

Replace each variable with its given value and simplify. Use parenthesis when substituting the value to preserve negative signs.

Exercises: Evaluate each of the following expressions for the given values of the variables:

$$a = 5 \qquad b = -2 \qquad c = 0$$
$$d = -4 \qquad e = 1 \qquad f = 3$$

53. $3a + 4e$

54. $2(d-2)$

55. $b^2 - 2df$

56. $|a-f| + |f-a|$

57. $\dfrac{2b - 4d}{3}$

58. $5a + 6d - \dfrac{bf}{6}$

G. Factors and Multiples

Factor: a value that can be evenly divided into another value.　　**Multiple:** a value that is evenly divisible by a factor
GCF – the greatest common factor of values　　　　　　　　　　**LCM** – The least common multiple of values
Prime: a number that is only divisible by 1 and itself (1 is a unit, not prime. 2 is the smallest prime value.)
Prime Factorization: A listing of all the prime factors of a value; expressed in simplest form with exponents.

Exercises: Show the prime factorization using a factor tree, then express the factors using exponents.

72　　　　　　　　　　　　　　　196　　　　　　　　　　　　　　375

Calculate the GCF of the following:

59. 12, 24, 36

60. 21, 14, 10

Calculate the LCM of the following:

61. 4, 8, 9

62. 5, 15, 12

H. Exponents

Exercises: Use exponents to simplify each expression:

63. $x \bullet x \bullet x \bullet x$

64. $2x \bullet 2x \bullet 2x$

65. $y^8 y^6 y$

66. $\left(x^4\right)^2$

67. $\dfrac{x^5}{x^9}$

68. 8^0

69. $3x^3(4x^4)$

70. $\left(2x^3 y\right)^2$

6

I. Properties of Real Numbers

A. Commutative Property of Addition
B. Commutative Property of Multiplication
C. Associative Property of Addition
D. Associative Property of Multiplication
E. Additive Inverse Property

F. Multiplicative Inverse Property
G. Additive Identity Property
H. Multiplicative Identity Property
I. Distributive Property of Multiplication over Addition and Subtraction

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Exercises: Write the letter of the Property of Real Numbers that justifies each step.

71. $6 + 0 + (-6)$ Given
    $6 + (-6) + 0$ _____
        $0 + 0$ _____
          0 _____

72. $4(1/4 + 1)$ Given
    $4 \cdot 1/4 + 4 \cdot 1$ _____
      $1 + 4 \cdot 1$ _____
        $1 + 4$ _____
        $4 + 1$ _____
          5 _____

73. $(1/5 \cdot 7) \cdot 5$ Given
    $(7 \cdot 1/5) \cdot 5$ _____
     $7 \cdot (1/5 \cdot 5)$ _____
       $7 \cdot 1$ _____
         7 _____

74. $8(1/8 + 1)$ Given
    $8 \cdot 1/8 + 8 \cdot 1$ _____
     $1 + 8 \cdot 1$ _____
       $1 + 8$ _____
         9 _____

J. Distributive Property and Combining Like Terms

Use the Distributive Property when an expression with the addition or subtraction of terms is a factor.

Examples:

$8(x^2 + y - 3) \rightarrow 8x^2 + 8y - 24$

$-4(3a - 7b) \rightarrow -12a + 28b$

Non-example:

$2(5x)(3) \rightarrow 30x$

The two is not distributed since there is only multiplication and no addition or subtraction.

Combining Like Terms: - Like terms have exactly the same variables raised to the same power.
                       - Combine by adding or subtracting the coefficients.

Exercises: Simplify.

75. $-7(3x^2 + 5x - 9)$

76. $4a - (3x - 2)$

77. $x + 2x + x + x^2 + y$

78. $3x - (2x + 4) + 3(2x + 5) + 4x - 1$

79. $14x^2 - 6x + 8 - 6x^2 + x - 11$

80. $7(3 - 2x) + 8 - (4x - 9)$

81. $(14 + 7a)\dfrac{1}{7}$

82. $-(x + x - x + x - 2x)$

K. Solving Multi-step Equations

Solve for the variable by isolating it on one side of the equation.

Steps:
- Simplify each side of the equation

- Use addition or subtraction to combine and isolate variable term
- Use multiplication or division to eliminate coefficients.
-

Example:
$$4(y + 5) - y = 11$$
$$4y + 20 - y = 11$$
$$3y + 20 = 11$$
$$3y = -9$$
$$y = -3$$

Exercises: Solve:

83. $21 = 3(2 - a)$

84. $3x - 18 = -32$

85. $9(3 - x) = 2x - 6$

86. $12x - 15 = x - 7$

87. $3(x + 5) + x = 5$

88. $8x + 3(2 - 3x) = 28$

89. $5x - 2(x + 1) = 10$

90. $\dfrac{1}{4}(8 - 10x) + \dfrac{1}{2}x = 5$

91. $\dfrac{x}{8} = \dfrac{5}{2}$

92. $\dfrac{5}{6} = \dfrac{13}{x}$

93. $\dfrac{12}{4x} = \dfrac{27}{9}$

94. $-(x - 4) = \dfrac{2}{7}(x + 3)$

L. Solving Inequalities

Example: Solve. Remember when you multiply or divide each side of an inequality by a negative number, you must reverse the inequality symbol to maintain a true statement.

Exercises:

95. $5x - 4 \geq 4x + 6$

99. $7x - 1 < 26 - 2x$

96. $2m + 3m > 85$

100. $\dfrac{2x - 3}{5} < 7$

97. $4c - 13 \leq \dfrac{c}{-2}$

101. $4y + 2 < 8y - (6y - 10)$

102. $5(2h - 6) - 7(h + 7) > 4h$

98. $-2 - 3x \geq 2$

- -

M. Functions

Use the function tables given to find the function rules.

103.

X	Rule: ?
4	-12
5	-15
6	-18
7	-21
8	-24

104.

| X	Rule: ?
1	1
2	4
3	7
4	10
5	13

N. Applications: Show all work to solve.

105.   The length of a rectangle is $3x - 5$ and its width is x. Find the length and width if the perimeter is 38 meters.

106.   A plumber is paid $50 to make a house call. She charges $80 per hour of work once she is there. How much does she earn for a 4-hour job?

107.   Tina is having her car repaired. The mechanic said it would cost at least $480 for parts and labor. If the parts cost is $105 and the mechanic charges $60 per hour, what is the minimum number of hours the mechanic is planning to work on the car?

108.   What is 50% of the sum of the first 10 odd numbers?

109.   Insert the fewest number of grouping symbols to make the following equation true:

$$24 \div 3 + 9 \times 5 - 2 = 6$$

110.   If eight students scored 100 on a test, twelve scored 90, and eight scored 80, what was the mean of the students' scores?

111.   If the price of a shirt is reduced by 20% to $14.40, what was the original price?

112.   Evaluate $\dfrac{1}{a} + 3a$ if $a = \dfrac{1}{2}$.

113.   If 24 students in a class of 30 students were present, what percent of the students were absent?

114.   Karen opened a checking account by depositing $500. She wrote checks for $13.85, $28.14 and $230.18. She made a deposit which was a tenth of the opening balance. What is the balance in her account?

115.   A rubber ball bounces exactly half as high as it did on the previous bounce. It bounces 128 feet high on the first bounce. How high does it bounce on the 12th bounce?

O. Reading Charts and Graphs

116.　　The box and whisker plot shows the results of tests given on two different days. On which day were more than 75% of the scores higher than the median of the other day's scores? Explain your choice.
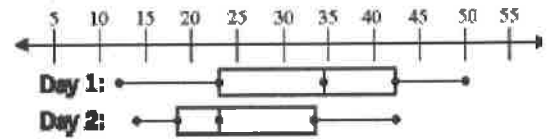
117.　　The graph shows a comparison of hours spent on schoolwork.

a. How many hours do Japanese students spend on their schoolwork at home?

b. What percentage of schoolwork time is spent by the French students in doing their work in class?

Comparison of Schoolwork
□ — Time in Class
▨ — Time at Home
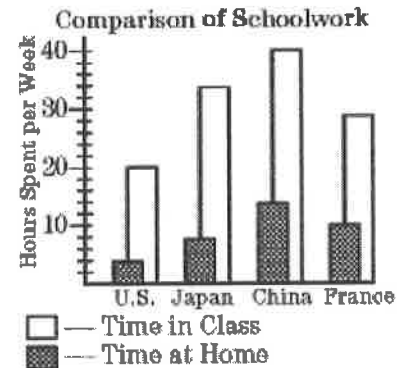
118.　　The computer age has advancements occurring in technology on a daily basis. Which of the following graphs would best represent the age of a computer compared to its value? Explain your reasoning.
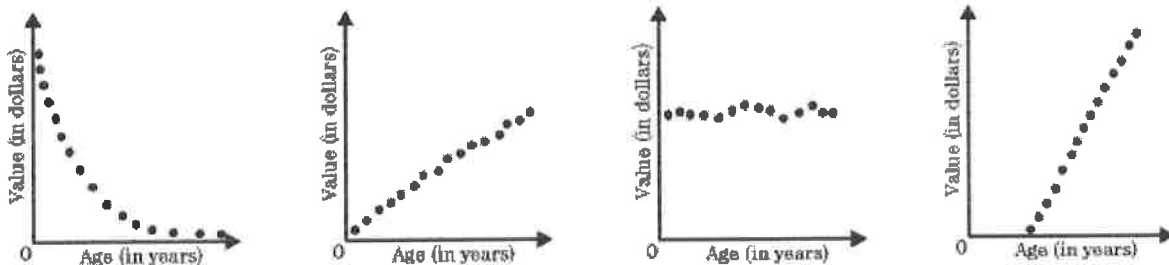
119.　　The graph represents a sugar cube as it is eaten by several ants.

What is the approximate surface area of the cube after the ants have been eating the cube of sugar for 8 minutes?
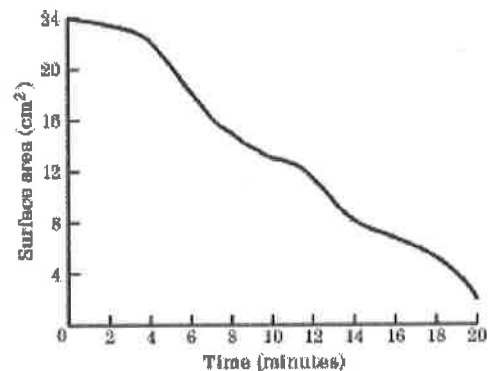
P. Graphing on the Coordinate Plane

The first value in an (x, y) ordered pair represents the distance horizontally from zero. If the value is positive, start at the origin (0, 0) and count to the right. If the value is negative, count to the left.

The second value in an (x, y) ordered pair represents the distance vertically from zero. If the value is positive, start at the origin (0, 0) and count up from zero. If the value is negative, count down.
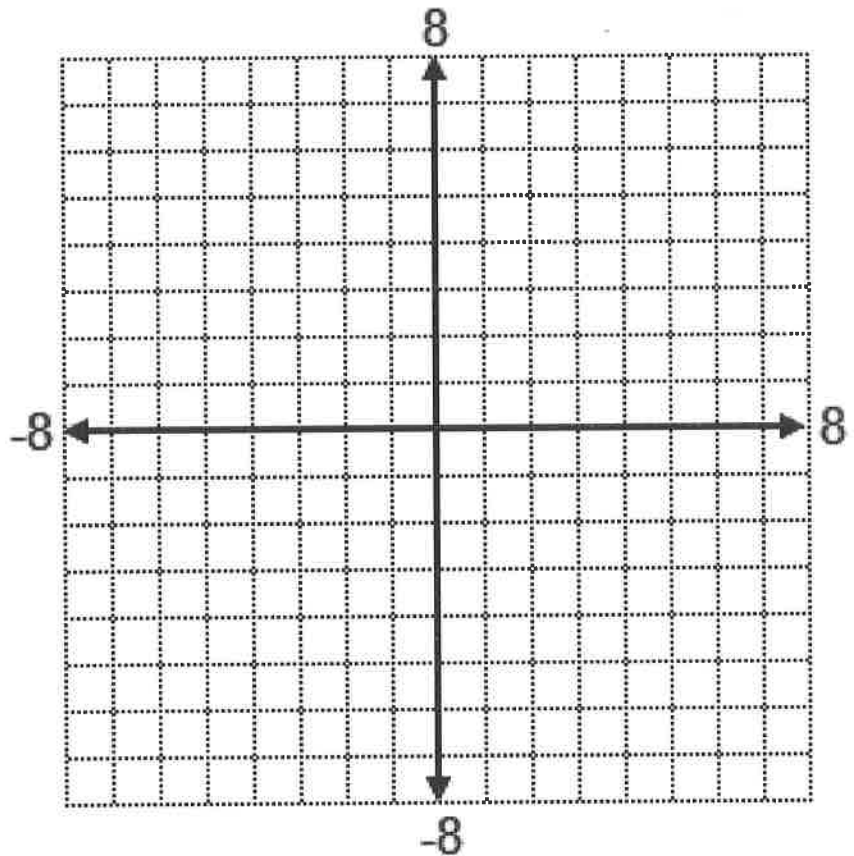
Plot and label each of the (x, y) ordered pairs on the coordinate plane.

A (2, 2)	F (-2, 7)	K (6, 7)	P (6, -2)	U (-7, -6)
B (1, -2)	G (5, -2)	L (-3, -2)	Q (-5, -4)	V (-1, -2)
C (-3, -6)	H (6, -6)	M (-7, -2)	R (6, 2)	W (-1, -6)
D (-5, -1)	I (3, -6)	N (-2, 2)	S (3, -2)	X (-5, -6)
E (-6, 2)	J (-6, 7)	O (2, 7)	T (1, -6)	Y (-7, -4)
				Z (4, -6)

Connect the following sets of points by drawing a line segment between the coordinates.

$\overline{AR}$ **will connect points A(2, 2) and R(6, 2). The line segments will form letters that spell a message.**

|		
$\overline{AR}$	$\overline{MD}$	$\overline{BT}$
$\overline{JF}$	$\overline{LC}$	$\overline{OA}$
$\overline{QX}$	$\overline{GZ}$	$\overline{MY}$
$\overline{EN}$	$\overline{CW}$	$\overline{BS}$
$\overline{GH}$	$\overline{UX}$	$\overline{SI}$
$\overline{VW}$	$\overline{LV}$	$\overline{TI}$
$\overline{KR}$	$\overline{PH}$	$\overline{YQ}$
$\overline{JE}$		

Whew! Feel ready for algebra? Believe it or not, you will use all of these skills this year. We will check the answers in class – be ready with questions! – See you soon!

Rising 8th Grade Science Summer Work

Please keep in mind that this is your first project grade for the fall trimester. Writing **should be typed** and graphs or charts should be in Google Sheets/Excel or neatly completed on graph paper. Give me the same amount of effort you would for any project assigned during the school year. You have four choices that correspond with four major topics we will cover next year. **You are to choose ONE of the four choices to complete.** As is always true, if you need help please ask! I generally check my school email once weekly during the summer. You can email me at mwolinski@saintannesschool.org

ASTRONOMY

Observe the moon every night for two weeks. Create a series of sketches to show what the moon looked like on each night. Record the time of night that you did your sketch (try to keep this relatively constant), where the moon was in the sky (compass direction) and its height above the horizon (measured in fists with your arm outstretched – each fist is 10 degrees of altitude - see pic). After your two week period, graph the number of times you saw the moon at or near each of the four compass directions (compass directions on x-axis, times seen there on y-axis). Write a brief paragraph (5-10 sentences) including any patterns or conclusions you made about the moon and its path across the sky.
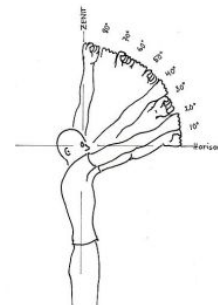
ROCKS

Spend some time outdoors this summer and create a rock collection. Gather five different rock samples from different places that you go – the park, beach, hiking, etc. Using an Internet site such as http://www.rockhounds.com/rockshop/rockkey/ (click on "The Rock Key") or a guide book, determine first what types of rocks you have found (sedimentary, igneous, or metamorphic) and then the specific name of each. Write a brief description (3-5 sentences) for each rock that includes the identification you made, what characteristics helped you identify it, as well as information about where you found each rock. Please **keep the rocks and bring them into school!**
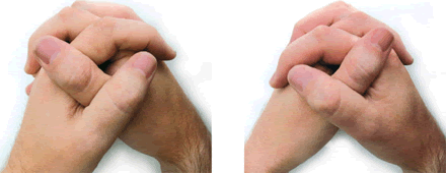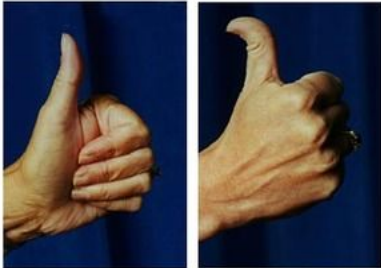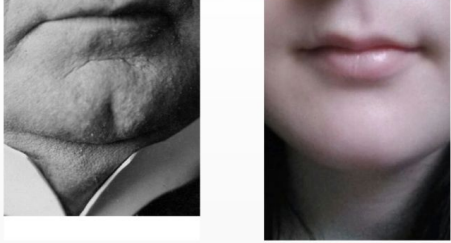
DNA

Create a model of the deoxyribonucleic acid (DNA) molecule. You can find information about its structure in books or on the Internet. You may use any material you like, as long as it will not rot, mold or disintegrate before September! **Please, no pre-made kits - be creative!** It should be <u>ten</u> base pairs in length. Be sure to label or include a key of the different parts. Include with your model a brief paragraph (5-10 sentences) detailing who first discovered and described the shape of DNA. Be sure to cite your sources.

GENETICS

Conduct a family survey of genetic traits by "interviewing" family members such as parents, siblings, cousins, aunts, uncles, and grandparents. You will create a chart in Google Sheets or Docs of eight traits (**see sheet below for information**) controlled by a single gene and record who does and who does not have the trait. You must test at least five different family members that are <u>genetically related to you</u>. Then, write a brief paragraph (5-10 sentences) analyzing your data and reporting any patterns or interesting observations. Who has the most traits in common? Does your family tend to be more recessive or more dominant? Are there cases where parents are both dominant but their child is recessive - how might that occur?

Genetic Traits Survey Information

Use the letter specified to record your data. So, for example, if I had free earlobes, I would record in my chart that I am "E" for category 1.

1. Free ear lobe - In most people the earlobes hang free (E). The attached earlobe is recessive (e).	 FREE LOBES ATTACHED LOBES
2. Hand clasping - Clasp your hands together like you were going to pray. Notice whether your left or your right thumb is on top. If the left thumb is on top you have the dominant trait (C), the right thumb is recessive (c).	
3. Hitchhiker's thumb - Hold out your hand and make a fist with the thumb extended. Bend the last joint of the thumb back as far as possible. A straight thumb is dominant (S) while a bent thumb is recessive (s).	 Regular thumb Hitchhiker's thumb
4. Bent little finger - Place the palms of your hand gently together, side-by-side, with the palms facing upward. The dominant condition is for the last two joints of the little fingers to bend away from each other (B), while straight little fingers are recessive (b).	
5. Widow's peak - The action of a dominant gene (W) results in a hairline that forms a distinct point in the middle of the forehead. The straight hairline is recessive (w).	 Widow's Peak Hairline Natural Hairline
6. Dimpled chin - A cleft in the chin is a dominant trait (D) while the absence of a cleft is recessive (d).	

7. Mid-digital hair - Each of your fingers is composed of three segments. If any hair grows on the middle segments, you have the dominant allele for mid-digital hair (H). If you do not have any hair you are recessive (h).	Dominant: hair present on between knuckles Recessive: no hair
8. Tongue rolling - The ability to roll the tongue (fold it in half) is dominant (R), while non-rolling is recessive (r). *it is still being debated whether this is truly genetic or learned as some identical twins don't seem to have the same ability*	Can Roll Tongue Can't Roll Tongue

Rising 8th grade Summer Spanish Practice 2020

Hola estudiantes!

This is Sra. Caro
Como estan?

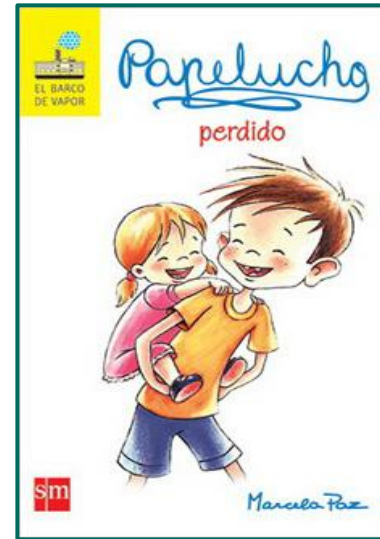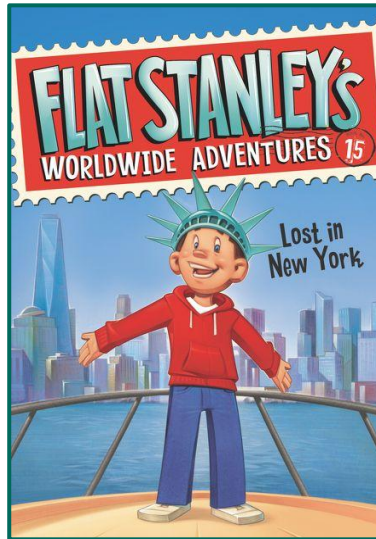I would like to introduce you to a friend from chile.

His name is "Papelucho"

He is the "Flat Stanley" of South America.

Facts about "Papelucho"

- **Papelucho** was created by Chilean writer **Marcela Paz**

- Papelucho only speaks **Spanish language**

- He loves to **travel abroad** and learn from other cultures

Qualities about "Papelucho" that you'll love

- He is very friendly
- He adapts to any situation
- He has a positive attitude
- He likes to learn from people
- He loves sports
- He likes pets!

It is now winter in Chile while is Summer in the United States. Papelucho decided to get away from the cold weather and will visit you and family in July!

What to do with Papelucho:

- This is your summer work

- Show him your home, your pets, your friends the places you visit and the food you eat

- Take them to sport practice, to your backyard or watch a movie with him!

Activity Objectives:

- While you are off from school, you can still practice your Spanish!

- This activity will help reinforce your grammar and vocabulary while still having fun!

- You will learn about Latin American writers

- You will share your culture and language

What to do?

- Print out page # 11
- Cut - out Papelucho
- Follow the instructions in slide # 12

Cut - out ☐

And attach me to a piece of cardstock to make me sturdier.

Once Papelucho is cut - out:

- Take Papelucho to places once a week

- Take photos of papelucho

See ideas next

Ideas:

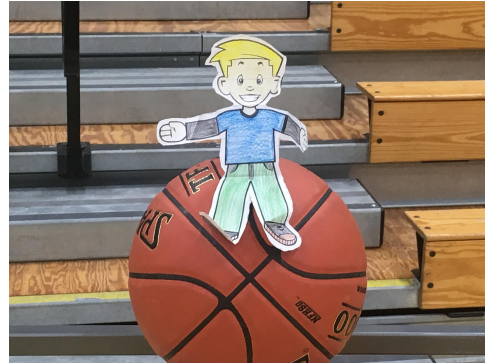- You can take photos of Papelucho when you go shopping

Ideas:

- ## Or you can take photos of Papelucho when traveling within your state or around the world

(This Photo was taken in front of computer screen)

Ideas:

- Or you can take photos of Papelucho playing a sport

How to start:

- Create a google slides

- First Slide: Type your name and Title "Summer Spanish Work 2020"

- Second slide: Tell us about Papelucho's first trip typed in Spanish or you can also insert a video of you speaking in Spanish (optional)

- Insert a photo of papelucho while in the trip

Add a new slide each week:

- Tell us about Papelucho's trip (typed in Spanish)

- Insert a photo of papelucho while in the trip

How to Submit your Summer Work:

- Go to google classroom
- Join Rising 8th grade Summer Spanish Work 2020
- Use code: h2yyq2s
- Upload your google slides.

- Remember, you should upload one slide per week

- You will have the opportunity to talk in Spanish and tell us about Papelucho's adventures once we resume classes in the fall

Enjoy Papelucho's Company and Have fun with this wonderful Summer Project!

With much love,
Sra. Caro