Abington Heights School District

200 East Grove Street, Clarks Summit, PA 18411 Phone: 570-585-8252

May 2023

Hello Abington Heights Current Grade 6 and 7 Families,

Our school community is fortunate to have families who are engaged in their student's education and supporting their academic journey. To help sustain and continue your student's growth in Reading and Math over the course of the summer, we are providing families with some opportunities to share in the learning adventure.

Attached you will find activities that will promote literacy and mathematics. We hope that you enjoy these experiences with your students!

- ★ Summer Reading
  - ○ One book is mandatory.
  - ○ The second book is optional for extra credit.
- ★ Summer Doing Math
  - ○ These are all optional activities.

Should you have any questions, concerns, or thoughts, please reach out to your building principal. We look forward to welcoming your students to the 2023 - 2024 school year on Thursday, September 7, 2023.

With appreciation,

Dr. Maggie Vitale

Maggie Vitale, Ed.D
Assistant Superintendent

Abington Heights School District

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May 2023

Dear Parents of Current Abington Heights 7th Grade Students,

Your child has made wonderful progress this school year in reading. We would like to support you as a family to keep that positive momentum moving forward. We feel that summer reading assignments help to promote learning and continue to build students' reading stamina.

For current grade 7 students, their summer reading project will be as follows:

Mandatory *(part of a grade)*:
- Read one of the books below and complete one of the activities from the choice board..
- Book Choices:
    - *Inside Out and Back Again,* Thannhha Lai
    - *Soldier Dog,* Sam Angus
    - *Star Girl,* Jerry Spinelli
    - *War Horse,* Micahel Morpurgo
    - *Warriors Don't Cry,* Melba Pattillo (caution of embedded racial slur in context)

Optional *(bonus points)*:
- Read a book of your choice.
- Complete one of the activities from the following choice board.

We would like to offer some suggestions:
- The Abington Community Library is prepared to assist in book selection, if families would like to make use of this great community resource.
- Book selection is incredibly important. Please choose a book that is engaging and age-appropriate for your child.
- Consider having students read together as an informal book club to promote learning and collaborative reading.

Should you have any questions, please do not hesitate to reach out to your building principal.

Thank you,

Dr. Maggie Vitale
Assistant Superintendent

Mrs. Michelle Snyder
AHMS Principal

Mr. Thomas Evans
AHMS Assistant Principal

8th Grade Summer Reading
Assignment Choice Board

Diary Entries: Select a character in the story and write at least five (5) diary entries to represent what that character was thinking and feeling throughout the beginning, middle, and end of the book. Each entry needs to be at least five (5) sentences in length	**Graphic Representation:** Consider the plot of your book and represent it through at least three (3) illustrated scenes that summarize the most important parts of the beginning, middle, and end. For each illustration, write at least five (5) sentences explaining how it relates to the book.
Letters from One Character to Another: Write at least three (3) letters from one character in the story to another. The letters can be written to and from different characters. Letters must cover the beginning, middle, and end of the book. Each letter needs to be at least five (5) sentences in length.	**Double-Entry Column:** Select six (6) important quotes from the beginning, middle, and end of the book. You will need two from the beginning, two from the middle, and two from the end. On the left-hand side of your double-entry column, write the quotes. On the right-hand side of the double-entry column, explain the significance of these quotes to the overall meaning of the story. Each explanation should be at least three (3) sentences in length.
Author Research: Research the author of your book and how he or she came up with the idea for his/her book. Write a bulleted list - at least ten (10) bullets - documenting what you learned from your research. Be sure to cite your sources; you need at least three (3) different sources.	**New Book Jacket:** Create a new book jacket design for your book. Your cover should include the following: • Title of book • Name of author • A design that reflects the book's theme The back of your book jacket should include the following: • A summary of your book • An "About the Author" section
Dear Author: Write a letter to the author describing how much you liked, loved, or hated his or her book. Your letter must be at least five (5) sentences in length.	**Create a Playlist:** Choose three (3) songs that pertain to the beginning, middle, and end of your book. Each song should reflect an aspect of the book's plot, theme, conflicts, or characters. For each song, write at least five (5) sentences explaining how it relates to the book.

End of 7th Grade Math Suggested Summer Fun

Do Anytime Activities

Mathematics concepts are more meaningful and easier to understand when they are rooted in real-life situations. To help your child review some of the concepts learned in seventh grade, the following activities are suggested for you and your child to do together over vacation. Doing so will help your child maintain and build on the skills learned this year and help in preparation for eighth grade mathematics.

1. Collect rain water from the next few storms and measure the amount of collected water in whole centimeters. Record this data and plot the data on a number line. Which storm produced the most rain? What is the difference between the lightest rainfall and the heaviest rainfall?

2. Have your student help you balance your checkbook or check your online bank statement. What is the beginning balance and the end balance? How much was spent in total? Stress to them the importance of checking bank statements because errors can be made.

3. Have your student figure out how many people they can take to the movies with a certain amount of money. What if everyone gets popcorn?

4. Ask your student how they plan on spending their money next month. Then have them make a budget to show at least how much money they will need to earn to cover all the costs.

5. If you are driving in Canada, speed is measured in km/h. Ask your student what the speed limit is in miles per hour if a sign says "Speed Limit 110 km/h."

6. Ask your student to research car loans through different banks or dealerships. How much interest would they pay over the life of a specific loan? Does this seem like a good choice? Why or Why not?

7. Ask your student to make a scale drawing of their ideal bedroom. How would they have to change the dimensions of their real bedroom to create the ideal bedroom?

8. Have your student measure their yard. What size of a circular swimming pool would fit best? How many square feet would be needed to add a deck?

9. Have your student measure a cereal box and calculate the surface area and volume of the box. Could the box be a different size with a smaller surface area and still hold the same amount of cereal? Why do you think the company made the box the size it is?

In eighth grade, students will study either Pre-Algebra or Algebra I. Please see the following pages for the concepts that will be taught in each of those classes.

Abington Heights School District

Looking ahead: 8th Grade Algebra I Accelerated

Next year your child will...

Operations with Real Numbers and Expressions	Linear Equations	Linear Inequalities	Functions	Coordinate Geometry	Data Analysis
☐ Compare and/or order any real numbers ☐ Simplify square roots ☐ Find the greatest common factor and/or least common multiple for sets of monomials ☐ Simplify/evaluate expressions involving properties/law of exponents, roots, and/or absolute values to solve problems ☐ Use estimation to solve problems ☐ Add, subtract, and/or multiply polynomial expressions ☐ Factor algebraic expressions, including difference of squares and trinomials ☐ Simplify/reduce rational algebraic expressions	☐ Write, solve, and/or apply a linear equation ☐ Use and/or identify an algebraic property to justify any step in an equation-solving process; interpret solutions in context of the problem situation ☐ Write and/or solve a system of linear equations using graphing, substitution, and/or elimination; interpret solutions in context of the problem situation	☐ Write or solve compound inequalities; graph solutions on number line ☐ Identify or graph the solution set to a linear inequality on a number line; interpret solutions in context of the problem situation ☐ Write and/or solve a system of linear inequalities using graphing; interpret solutions in context of the problem situation	☐ Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically ☐ Determine whether a relation is a function, given a set of points or a graph ☐ Identify the domain and range of a relation ☐ Create, interpret, and/or translate various representations of a linear function (graph, table, equation)	☐ Identify, describe, and/or use constant rates of change ☐ Apply the concept of linear rate of change (slope) to solve problems ☐ Write a linear equation when given the graph of a line, two points on the line, or the slope and a point on the line ☐ Determine the slope and/or y-intercept represented by a linear equation or graph ☐ Draw, identify, find, and/or write an equation for a line of best fit for a scatter plot	☐ Calculate and/or interpret the range, quartiles, and interquartile range of data ☐ Estimate or calculate to make predictions based on circle, line, bar graph, or measure of central tendency ☐ Analyze data, make predictions, and/or answer questions based on data-displays ☐ Make predictions using the equations or graphs of best-fit lines of scatter plots ☐ Find probabilities for compound events and represent as a fraction, decimal, or percent

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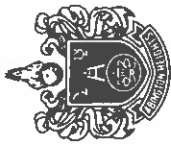
Looking ahead: 8th Grade Pre-Algebra

Next year your child will...

The Number System	Functions	Expressions and Equations	Geometry	Statistics and Probability
☐ Understand there are numbers that are not rational, and approximate them by using rational numbers ☐ Convert a terminating or repeating decimal to a rational number ☐ Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions	☐ Define, evaluate, and compare functions ☐ Compare tables, graphs, and equations ☐ Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear ☐ Use functions to model relationships between quantities ☐ Identify the rate of change and initial value of a linear function in the situation it models, and in terms of its graph or table of values	☐ Work with radicals and integer exponents ☐ Perform operations with scientific notation ☐ Perform operations with integer exponents ☐ Understand the connection between proportional relationships, lines, and linear equations ☐ Graph proportional relationships, interpreting the unit rate as the slope of the graph ☐ Analyze and solve linear equations and pairs of simultaneous linear equations ☐ Solve linear equations including rational coefficients ☐ Solve systems of linear equations	☐ Understand congruence and similarity using physical models or geometric software ☐ Identify transformations performed on a given object (reflections, rotations, translations, dilations) ☐ Understand that two figures are congruent if one can be obtained from another given a sequence of transformations (excluding dilations) ☐ Describe the effect of transformations on the coordinate plane ☐ Understand and apply the Pythagorean Theorem ☐ Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	☐ Investigate patterns of association in bivariate data ☐ Construct and interpret scatter plots ☐ Use linear models to represent data and to solve problems ☐ Analyze frequency and relative frequency, and create two-way tables to represent distribution