



Dear Incoming 7's,

As has been the case throughout your Arbor career, you have a set of assignments to do over the summer. Our purposes in assigning you this work are to keep fresh the many skills you have acquired, to prepare you for classes in the fall, and to give you the opportunity to make work that can be used to enrich the classrooms and inform your peers.

All of the summer homework assignments (Humanities, Math, and Spanish) are contained in this document.

See you in the fall!

- The Senior Team

## HUMANITIES

### 7th Grade

#### # 1 Reading Log:

Your most important job is simply to spend time reading over the summer. Feed yourself with good books. Nothing is more important for your growth as a learner than reading. Read, read read! As Britta told you before the end of the school year, three of the books that you read should be from the [Senior Summer Reading List](#) on the Arbor website, each one from a different category. For example, you might choose one “realistic fiction” book, one “science fiction” book and one “nonfiction” book.” **Please keep track of all the books you read this summer and turn in a neatly written list of their titles and authors.**

#### #2 Written Piece

Choose one of the books that you read. It doesn’t have to be one of the three that you read from the Summer Reading List. Any book will do!

Think about the book. If you were to describe it to someone, what would you say was one of the big ideas that it was about. We don’t mean what is the plot of the book, but rather what is one of its themes.

Here are examples of some big ideas (themes) that many books center around:

Hope	Struggle	Courage
Friendship	Growing up	Loss
Love	Change	Conflict
Rebellion	Justice	Identity

Of course, that’s not all of the possibilities for themes, but it is a few.

Once you have chosen your theme, spend between one and two hours writing about how that theme appears in the book. Use specific examples from the story. For example, if you choose the theme of “bravery,” be sure that you can write about several examples of how the characters are brave. Provide detail when you give these examples! If you can’t come up with several examples, you have probably not chosen the right theme (or possibly you might want to choose a different book). Your piece should be at least **four paragraphs long**, and one of those paragraphs should be an introduction, complete with a good hook and a thesis.

Finally, as you know so well, take the time to reread your work and edit and revise it using a different color pencil (or pen, or whatever). If you've chosen to type your piece, please print it out and do the editing and revision by hand.

This assignment is very much like the weekly writing assignments that you did all through 6th grade, although this is the first time that you have been required to write at least four paragraphs rather than three. This coming year, it will be Elizabeth (rather than Leigh or Linus) who reads your writing, and this first assignment is a chance to show her what you are capable of.

### **# 3 Map Your Neighborhood**

This coming year we will be thinking and talking a lot about human communities: religious communities, countries, whole civilizations, and cities. To get you in the spirit of this, your job is to make a map of your neighborhood. We are intentionally leaving what we mean, exactly, by neighborhood vague rather than specifying a certain area that you need to cover, because we all live in different kinds of areas.

Your map 100% does NOT need to be accurate and to scale. The purpose of this map is not for someone to use it to navigate around your neighborhood.

In fact, this map has two purposes: 1. To get you exploring and noticing things about the place that you live. 2. To decorate the classroom when you arrive in the fall.

So, in terms of purpose number one, really do spend some time checking your neighborhood out. Walk or bike or drive around. What do you notice? What makes the area unique or interesting? Make sure to include those things on your map! It is not required, but we do suggest that you, as rising 7s, add another layer of information to your map beyond just the layout of your neighborhood. Try counting and observing something specific and including that information on your map. How many people bike past a specific intersection during an hour and how many of them are wearing helmets? Where are all of the fire hydrants or sewer manhole covers located? How many trees are there in the parking strips? How many spots where the sidewalk needs repair? You might also consider doing some research to add information to your map. If you live in Portland, the City of Portland provides an online mapping service called [Portlandmaps](#) that has a wealth of information, especially about individual houses and businesses. If you live in a neighboring city, there might be an equivalent map site (your parents might be able to help you find it), and the real estate site [zillow](#) has information about homes that are for sale, which can be interesting.

As far as the second purpose – decorating the classroom for the beginning of the year – here is what you need to do. First, please use a nice quality piece of paper (something nicer than printer

paper) that is at least 11 inches by 17 inches. Second, it needs to hang on the wall; it can have 3d elements if you want, but it does need to hang on the wall. More than anything else, please put time into making this something that you will be proud to have hung up and seen by your fellow Seniors, parents, visiting tours, and so on. That means spending at least an hour making it, please; feel free to spend more time if you are really enjoying it! (The world is full of amazing maps if you want some inspiration; if you just do an internet image search for “cool maps” or “cool maps of cities,” you’ll find tons.)

#### **#4 Poetry Reading**

Your final job is to spend an hour or so reading some poems from *The Space Between Our Footsteps*, an anthology of poems and paintings from the Middle East put together by Naomi Shihab Nye. You can follow the link below for a scanned version of it.

[The Space Between Our Footsteps](#)

But here’s the thing: **reading poetry from a screen is oogy. Don’t do it. For real. Take the time to either print out the poems you want to read or – even better – visit your local library and check out the book.** In fact, not only should you not read from a screen, we recommend reading outside. It’s summertime. It’s beautiful out. Okay. So, once you’ve spent an hour reading poetry (more if you’re enjoying it!), just **pick one poem that you like and get familiar with it**. Read it several times. Practice reading it aloud. You don’t have to memorize it. Just be familiar with it (okay, you do need to memorize the author’s name and the poem’s name – but that’s it!). **We’ll be asking you to read the poem aloud** when you return to school. (If it’s a super long poem, you can read part of it.)

### Algebraic and Arithmetic Review:

Below is a series of arithmetic and algebraic problems similar to those you would find in the review sections of Jousting Armadillos and Crocodiles & Coconuts. Please complete them to the best of your ability. For those that you are unsure of the correct process, please consult your notebook, your note-to-self book, classmates, online resources, textbook, etc. **If you are still unable to complete the question, then highlight the problem(s) and we will review it upon your return to campus.**

1. Write another expression equal to each of the following:

a.  $y^6 + y^6 + y^6 + y^6$

b.  $3z \cdot 3z \cdot 3z$

c.  $(x - 7) + (x - 7) + (x - 7) + (x - 7)$

2. Simplify the following expressions. Remember the order of operations.

a.  $\frac{(-8 - -5)(8 - -2)}{-3 - 3}$

b.  $40 \div 2 - 2 \times 5$

c.  $\frac{|7 - 10| - |10 - 13|}{(3 - 4)^2 - 1}$

d.  $72 \div 6 \div 4$

e.  $\frac{(20 - 5)^2 + \frac{6}{3}}{3}$

f.  $\frac{1}{2} + \frac{3}{4} \div \frac{9}{4} - \frac{1}{6}$

3. Apply the distributive rule to the following expressions:

a.  $3(x + 4)$

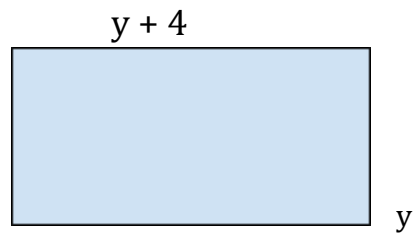
b.  $-y(x - 5)$

c.  $(3z - z)z$

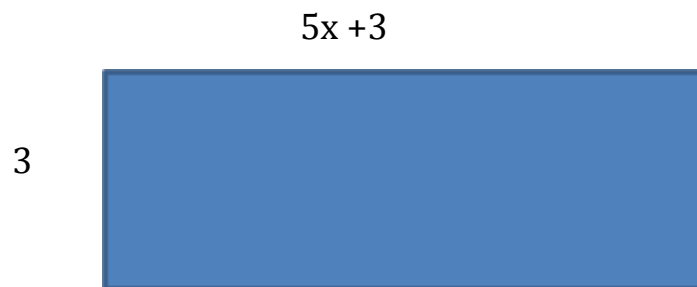
d.  $21x + 7$  (hint: think factors...what are the two terms divisible by?)

4. Show the expressions that represent the area and the perimeter of each of the following figures:

a.



b.



(Do problems 5 & 6 only if you have encountered these sorts of problems already in Chapter 4 of *Jousting Armadillos*.)

5. Find the greatest common factor of 45, 72, & 10.

6. Find the least common multiple of  $3x$ ,  $15x^2$ , &  $21x^3$ .

7. Decimals:

a.  $1.23 + 3.14$

b.  $0.33 + 6.014 + 6.7$

c.  $5.47 - 3.26$

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d.  $5.84 - 0.17$

e.  $75.15 \times 0.15$

f.  $36.08 \times 0.4$

g.  $0.7218 \div 0.009$

h.  $3.216 \div 0.04$

8. Fractions and Mixed Numbers. Express your answers in simplest form:

a.  $2\frac{2}{7} + 3\frac{4}{7}$

b.  $1\frac{3}{8} + 2\frac{5}{8}$



c.  $5\frac{3}{4} + 7\frac{5}{6}$

d.  $3\frac{7}{8} - 1\frac{3}{8}$

e.  $4\frac{9}{10} - 2\frac{3}{5}$

f.  $17\frac{3}{40} - 2\frac{5}{8}$

g.  $\frac{3}{14} \times \frac{7}{6}$

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

i.  $\frac{9}{16} \div 6$

j.  $\frac{4}{9} \div \frac{2}{15}$

9. Percentages:

a. Express 0.57 as a percentage.

b. Express  $\frac{18}{45}$  as a percentage.

- c. Express 0.78 as a percentage.
- d. Express 35% as a fraction in simplest form.
- e. What is 20% of 180?
- f. 15 is what percent of 75?

10. Arithmetic word problems. Pick four problems from below and show your process. Do not spend more than one hour total on the following problems:

- a. A recipe calls for  $\frac{3}{4}$  cups of raisins to make 2 dozen cookies. How many cups of raisins are needed to make one dozen cookies?
- b. Greg spent 15% of his money on a new backpack. If the backpack cost \$120, how much money does he have left?
- c. Greg walks  $3\frac{1}{5}$  miles on Saturday and  $2\frac{1}{3}$  miles on Sunday. How much farther did he walk on Saturday than on Sunday?
- d. Ren had \$364.34 in her bank account. After she wrote checks to the electric company for \$48.19 and to the water company for \$54.96, how much did she have left in her account?
- e. Doreen is planning to put a fence around her rectangular garden. If she knows the area is 816 square feet and one side measures 17 feet, how long is the other side?
- f. Linus earned \$1260 selling weasels at the fair. If he has to give 25% of his earnings to fair owners, how many does Linus get to take home?
- g. Doreen bought a box of donuts.  $\frac{1}{3}$  of them were chocolate,  $\frac{1}{9}$  were strawberry, and  $\frac{1}{5}$  of the remainder had sprinkles. If there were 25 donuts with sprinkles, how many donuts were there altogether?

## SPANISH FOR RISING SEVENS (Vocabulary study, Making, Writing)

Next year the Sevens' communicative abilities will take flight as they study life in different Spanish-speaking countries. For the summer, however, our theme begins at home.

### On the first day of school in September, bring with you:

- \_\_\_\_\_ your Spanish notebook and storage binder, unless you are sure you left them at school
- \_\_\_\_\_ your house drawing, book, poster, or model, with your name on it
- \_\_\_\_\_ your written house description, with your name on it

### Section 1: Increase Your Vocabulary

Time estimate: variable; plenty of 5- to 10-minute sessions throughout the summer

**Try to learn all of the household vocabulary below.** You should be able to recall, use, and spell these words by September. This is definitely *not* something to be crammed into the last week of summer. Make flashcards, accordions, word triangles, etc. Have someone quiz you. Use the words in conversations. Decide how to break up the list into short sections. There are about 30-40 words here. If you plan to spread out your vocab learning over four weeks, for example, you'll want to learn 8-10 words per week. Make your plan and create a way to remind yourself.

One very helpful thing you can do, if your parents agree, is to label the objects in your house. Leave the labels up until you have learned the words, then take them down and test yourself. Ask yourself what each room and thing is called as you walk around your house. If you can't remember, put the label back up.

### En la casa

#### Los cuartos

la cocina	the kitchen
el (cuarto de) baño	the bathroom
el comedor	the dining room
la sala	the living room
el dormitorio	the bedroom

#### Los muebles

la mesa	the table
la cama	the bed
el escritorio	the desk
la cómoda	the dresser
la estantería	the bookshelf
el sofá	the sofa / couch
la silla	the chair

#### Más palabras

la cortina	the curtain
la ventana	the window
la puerta	the door
el armario	the closet / cabinet
el reloj	the clock
el teléfono	the phone

#### En la cocina

el horno	the oven
el (horno de) microondas	the microwave
el lavaplatos	the dishwasher
el refrigerador	the refrigerator

el estéreo	the stereo	el fregadero	the kitchen sink
el televisor	the TV set		
la alfombra	the carpet / rug	<b>En el baño</b>	
la lámpara	the lamp	el lavabo	the bathroom sink
		la bañera	the bathtub
		la ducha	the shower
		el inodoro	the toilet

### ¿De quién es...?

Es mi cómoda.

Son mis lámparas.

Es la cama de mi hermano.

Es el dormitorio de mis padres.

Es la casa de mis sueños.

### Whose is it?

It's my dresser.

They're my lamps.

It's my brother's bed.

It's my parents' bedroom.

It's my dream house.

### These useful words are optional for now, but will be required in September:

el sótano	the basement / cellar	el desván	the attic
el piso	the floor	el techo	the roof / ceiling
el congelador	the freezer	la estufa	the stove
el espejo	the mirror	la radio	the radio
el sillón	the easy chair	las llaves	the keys
el cuarto	the room	los muebles	the furniture

### Section 2: Making

Time estimate: variable, perhaps 2-3 hours

To go with your written description, **make a visual representation of your new house vocabulary**, like the examples we saw in class. You can make a book or poster with labeled images, or you can draw a floor plan or make a 3-D model of either your own house or your dream house. Whichever one you choose, be sure to **label the vocabulary words**. Make it something that your classmates will enjoy looking at. If you make a 3-D model, you can use any materials – just try not to make it so big that we can't find a spot for it to be displayed in the classroom!

### Section 3: Writing

Time estimate: variable, perhaps 30-60 minutes

**Using your new vocabulary, write as much as you can about what is in the house you created. Aim to write at least a page, double spaced**—how much can you say? You can write either about your own, actual house, or about a fictional dream house. Remember we say *hay* for “there is” or “there are”: *En la casa de mis sueños hay tres baños y siete dormitorios.*

**To access additional resources, please join my Quizlet classroom.** The class is called 7s, and my username is caroline\_arbor. The invite link is <https://quizlet.com/join/mU5dyzP86>. You will need to make yourself a username that uses your first name, but not your last name. Examples: CarolineMidas, caroline1981, CarolineH. I will be working at the start of the summer to upload the summer homework vocabulary to the class.

### **More \*optional\* activities for interested Spanish students:**

#### **Events and opportunities:**

- The town of Woodburn hosts its annual *Fiesta Mexicana* in August. For details regarding this festival of families and culture, see [www.woodburn-or.gov](http://www.woodburn-or.gov).
- The Milagro Theater in Southeast Portland, where Eight attend the annual Day of the Dead play and other shows, hosts summer classes and events. For details, see [www.milagro.org](http://www.milagro.org).

**Spanish in books:** Check out picture books from your library; there is a Spanish-language area in the kids' section. Powell's in downtown Portland also has a sizeable section of kids' books in Spanish in the red room. Look for books with lots of pictures or translations of familiar books to aid understanding. While you are at the library, look for books on CD or DVDs with a Spanish language track and/or subtitles, or stream them through your library's digital services.

**Spanish on television:** Look for *Telemundo*, *Estrella*, and other channels, depending on your TV or streaming service. Watch your favorite movies and TV shows with the Spanish-language track and/or subtitles turned on. Search "Spanish language" on Netflix or other streaming platforms.

**Spanish in the news:** BBC Mundo is an excellent news source, even just to get an idea of photos and headlines: <http://www.bbc.co.uk/mundo/>.

**Spanish on your gizmos:** Try using the check-out machines at the grocery store or an ATM in Spanish. If you have one, try setting your phone's language to Spanish. Try the Duolingo app.

**Spanish on the radio, or podcasts:** Try an all-Spanish FM or streaming station. There are many language-learning podcasts; I especially recommend Coffee Break Spanish.

**Spanish on labels, signs, pamphlets:** We often ignore the fact that much of what we buy is printed in both English and Spanish, from instructional manuals to food packaging to clothing tags. Having both side-by-side makes the Spanish easier to figure out.

**Spanish out and about:** If you hear Spanish spoken, look and listen. Make up a reason to ask a question! Eat at restaurants and shop at stores where Spanish is spoken.