

8th Grade Supplies

NOTE ABOUT RECOMMENDATIONS: We understand that many of you will be preparing your applications for high school and/or enrichment programs. Please follow these guidelines:

- You must give your teachers **AT LEAST TWO WEEKS NOTICE** to complete the recommendation.
- **Include:** clear written directions, the due date, stamped and addressed envelopes, and clearly labeled personal information. Sign to waive confidentiality (i.e. agree you won't look at the recommendation)
- **Please be sure to extend your teachers the courtesy of asking them nicely if they would be willing to complete a recommendation.**

LAB SCHOOL PLANNERS: On the first day of school, please bring in \$10.00 cash or check (made to: NYC Lab Middle School PA) to purchase a planner. It is required to have a Lab planner, but if you need financial assistance please contact the guidance counselors (Jeanine Mastrangelo and Matt Patricoski) immediately.

GENERAL SUPPLIES FOR STUDENTS' USE: Please get **EXTRA** of everyday items like paper, pens, and pencils. Students are responsible for replenishing their own supplies as they run out during the year.

- **SUPPLIES TO HAVE AT HOME:**
 - Plenty of loose-leaf paper for binders
 - Markers
 - colored pencils
 - glue or glue sticks
 - scissors
 - colored paper
 - #2 Pencils and blue/black pens (buy several boxes!)
- **SUPPLIES TO BRING TO SCHOOL EACH DAY IN A POUCH (**This pouch will be checked by your homeroom teacher on the Monday after school begins**):**
 - Flash Drive with your name on it (You don't need to buy an expensive one. Any basic model will do. Please be aware that many of the computers at Lab only have the '97-'03 version of Microsoft Word, so if you have the newest versions of Word and need to print out documents at school, save them in Compatibility Mode at home)
 - #2 pencils (keep at least five in your pouch at all times)
 - blue/black pens (keep at least five in your pouch at all times)
 - Highlighters and/or colored pens
 - 2 dual-tip sharpies (fine/ultra fine)
 - Hand-held pencil sharpener with plastic barrel to collect shavings
 - Eraser
 - glue stick
 - 6-inch ruler (with both metric and US customary units)
 - White-out
 - Reusable water bottle (not for the pouch but should be with you at school each day)

GENERAL SUPPLIES FOR CLASSROOM USE: Please bring these to your homeroom teacher on the **assigned day** and write your **name on the packaging.**

- Thurs., Sept. 8: 2 reams of white-copy paper
- Fri., Sept. 9: Paper towels (2 rolls for homeroom teacher. See Art & Science lists for additional rolls)
- Mon., Sept. 12: Tissues (3 boxes)
- Tues., Sept. 13:
 - 1 pack of #2 pencils (pre-sharpened)
 - 1 pack of blue/black pens
 - 1 pack of markers, thick or thin
 - 1 pack of colored pencils
 - 1 pack of post-its, any size

SUPPLIES FOR EACH SUBJECT:

For Art: **You should bring all of these items to every art class**

- Purple two-pocket folder
- Small sketchbook/journal (no smaller than 5" x 7", no bigger than 6" x 8", soft cover or hardcover, spiral or hardbound)
- Steadtlaters Mars plastic eraser
- Pencil case: soft or hard case (specifically for art class)
- 2 dual-tip sharpies (fine/ultra fine)
- 2 large glue sticks (Avery Clear, 1.27 oz. → available at Staples)
- 1 roll of paper towels specifically for Art class
- Antibacterial hand soap (bar or liquid)

For Math:

- 2 quad-ruled composition notebooks (marble notebooks with graph paper). Please bring one to class each day and keep the other one at home for when the first one fills up.
- Bring \$7.00 cash or check (made out to NYC Lab Middle School) for a practice workbook
- Graphing calculator: if you need financial assistance, please contact the guidance office immediately. Remove the calculator from the packaging and write your name on it before the first day of school. Bring the calculator to class every day. You may choose a TI-83, TI-83 Plus, TI-83 Plus Silver, TI-84, TI-84 Plus, TI-84 Plus Silver. Please donate the "technical points" UPC from the calculator packaging to the school if you buy a new calculator.
- 8 AAA batteries (4 for the calculator, plus 4 spare)
- Ruler: 6-inch or 12-inch. Please bring this to class every day.
- Blue pocket folder. Please bring this to class every day.
- File folder(s) to store materials from past units at home.
- Scientific calculator (you should still have one from 7th grade... please don't throw it away).

For Science:

- One green 3-ring binder (1 subject only)
- Colored pencils and markers
- 3-hole punch (that can stay in your binder)
- 1 pack white lined index cards (3" X 5" or 4" x 6")
- 1 roll of paper towels specifically for Science class

For Spanish

- One orange 3-subject Notebook
- Package of dry erase markers (thin or thick)
- 1 orange 2-pocket folder
- 501 Spanish Verbs and Spanish-English Dictionary (pocket size)

For Humanities:

- One red 3-ring binder with 3 dividers (1", 1 subject only, not to be shared with other subjects!)
- 2 red 2-pocket folders (write your name on each and bring them to class to store for use during projects)
- 2 packs of white index cards, 1 lined, 1 unlined (3" X 5" or 4" x 6")

For Health:

- One yellow 2-pocket folder
- One yellow 2-subject spiral notebook

HUMANITIES SUMMER ASSIGNMENT

Welcome to 8th grade! We know that everyone is struggling to find that perfect summer read, so we can tell you to look no further. *Absolutely True Diary of a Part-time Indian* by Sherman Alexie is a hilarious yet heartbreaking story about the coming of age (adolescence) tales of Junior, a teenage boy living on an Indian reservation in Washington State. The book is filled with images, cartoons, and stories that will provide you insight about being caught between two worlds.

For those of you who have already read this book, read it again! We will be using this for a unit on Native Americans and for an art project that was the highlight of many departing 8th graders' academic year.

Your responses must be in full sentences that provide evidence from the text. You may type your work or handwrite it neatly in pencil or blue or black pen. Please use the following format for the heading:

Full Name (first, last)

Date

Class #

Assignment (name or #)

Part I: Choose 10 questions from Sections 1-5 to answer. Be sure to indicate the section and number of the question before your response.

Section #1: p. 1-24

1. Why does Junior draw cartoons? What do the first two cartoons depict? What does this tell us about Junior?
2. What does Junior identify as the worst thing about being poor?
3. How is poverty a cycle for Junior's family?
4. Describe Rowdy and Junior's relationship. What do they do for each other?

Section #2: ATD p. 25-47

5. Why does Junior throw his geometry book? What does it signify?
6. What does Mr. P. reveal about how white teachers in the past had approached teaching Indian students?
7. What is Mr P.'s advice to Junior? Why does he give him this advice?

Section #3: p. 48-66

8. How does Rowdy react to Junior's decision to move schools? Why does he react in this way?
9. Why is Junior deemed to have betrayed his tribe?
10. How do the students react to Junior at Reardan?

Section #4: p. 67-81

11. How does Junior try to establish a connection with Penelope?

Section #5: p. 82-103

12. What is significant about Junior speaking up in class and how does Mr. Dodge react?
13. How and why does Mary leave the reservation?
14. How does Junior become friends with Gordy? What do they have in common?
15. Describe the cartoon Junior draws on page 102. Why is Rowdy's respect still so important to Junior?

Part II. Choose 10 questions from Sections 6-10 to answer. Be sure to indicate the section and number of the question before your response. AT LEAST ONE OF YOUR 10 QUESTIONS MUST BE FROM SECTION #10!!!!

Section #6: p. 104-129

16. What advice does Junior give Penelope? Is it good advice?
17. Why is the novel called *The Absolutely True Diary of a Part-time Indian*?
18. How do Penelope and Roger react to Junior's admission that he is poor? What does this teach Junior about people?

Section #7: p. 130-151

19. Why do the people at home call Junior an 'apple'? Have you heard any similar expressions? How might this make someone feel?
20. What happens when Junior enters the gym? How does he react? Why?
21. What happens during the basketball game? Write a 3-sentence news report.
22. Describe Junior's Christmas.

Section #8: p. 152-178

23. What good things about his culture does Junior realize?
24. Who is Billionaire Ted and what is his story?
25. How does Junior cope with his grief?

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A
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Section #9: p. 179-198

26. How does Junior explain his improvement in basketball?
27. What does the cartoon on p. 182 demonstrate about his feelings toward his identity?
28. What happens during the game? Why does Junior cry when the game is finished? What does he realize?

Section #10: p. 199-229

29. Why does Junior feel responsible in some way for what happens to Mary?
30. Why do Junior and Rowdy climb the tree? What does this symbolize?
31. Do you think Rowdy and Junior will remain friends? Explain.

Part III: Choose ONE of these questions and write a letter to Junior (2 paragraphs min.).

1. **Empathize:** What are **three events** in Junior's life that stood out to you? Did they make you laugh or cry? Did they make you angry or frustrated? **Write to Junior and share how you felt about what he experienced and why you felt this way.**
2. **Make a text-to-self connection:** Have you ever felt caught between two worlds or out of place, or have you ever had to make a decision between two things you care about? **Write to Junior about what you experienced, how it relates to what he dealt with, and how you dealt with it (or struggled to deal with it).**
3. **What did you learn?:** You studied American Indians in 7th grade. **Write a letter to Junior to tell him how reading his story changed or added to your understanding of what American Indians experience today and what questions it leaves you with about the treatment of American Indians in the past and today.** Include at least **three details** from the story that led you to these conclusions or questions.

Math Summer Assignment

(For students entering 8th grade in September 2011)

Dear parents and students,

The eighth grade curricula will push students to think through essential math concepts that are sometimes challenging. We will dive into the material as soon as school starts. As such, students are expected to come in knowing basic arithmetic. The assignment is not a reflection of what we will be doing during the year – in fact, we will be doing some sophisticated work – but rather clarifies an expectation of students entering this year. Some students know how to reach a multiplication answer, but do not have the answers memorized. Make sure the assignment below is completed during the summer, and students are ready for a quiz on the first day of school.

- 1) Students must have their times tables memorized (1 through 10 times tables).
- 2) Students must complete the tangle table provided. The assignment is due on the first day of school.
- 3) There may be a timed quiz on the first day of school (40 seconds to complete 10 multiplication questions).
- 4) Students must also have perfect squares up to 20^2 memorized. There may also be a timed quiz on this (ex: $1^2 = 1$, $2^2 = 4$, $3^2 = 9$, ..., $20^2 = 400$).

Your Mathematically,

Tim Evans

Julia Kim



Jacob Skinner

Summer Assignment

Name: _____

A Tangle Table is a multiplication table with a twist. The numbers have lost their traditional order. Yet, you can figure out where every number belongs. The table heading contain the numbers 1-10, but not necessarily in that order. Please fill in all the factors and products.

Tangle Table #1

x	1	3	5	7	9					
			25							
						16				
		9					24			
8				56						
			35					14	42	
	2									
10				70						
					54					
					81					
										10

examples: The circled box is 40 since $8 \times 5 = 40$.

The "triangled" box is 3 since $\triangle \times 3 = 9$.

Summer Assignment: Art 2011-2012

Throughout the year you will be asked to question your definitions or perceptions of being an artist, the creative process, and art as a communication tool. To help ignite your creativity for the school year, you are being asked to respond to the year's essential question.

Aim: Respond to the year essential question: Who Am I as an Artist?

Project Structure:

1. This project will count as a *Final Artwork* in your first quarter grade
2. Format is by choice and can be interpreted literally or abstractly
3. It is due on YOUR first day of ART CLASS (which may or may not be on the very first day of school).
4. Make sure to label your work with your name and class.

Criteria:Part 1

You will choose ONE of the following ways in which to create your summer assignment:

1. Create a 3-D sculpture
 - It must fit within a 12" w x 12" h x 12" d size.
 - Can be made from wire, clay, paper, or other everyday objects
2. Create a short film/documentary
3. Write a poem
4. Create a 2-D artwork
 - Drawing, collage, photograph, mixed media, or painting
5. Written short response answering the below prompts (2-3 paragraph, typed, double-spaced, 12 pt. font)
 - Do you consider yourself an artist? Why or why not?
 - Describe some of the ways or media in which you feel most successful being creative.
 - Share a creative "Aha! Moment" from your past that helped mold your perception of yourself as an artist. How did this make you feel?
 - How do you envision this year's art class to proceed? Please explain

Part 2: Artist Statement *(Only for choices 1-4)*****

All visual projects must include a 1 page double-spaced 12 pt. font (Times New Roman) artist statement that covers the following points in a clear manner: Meaning behind your work, how it links back to your art making experiences, why you used the materials you did, and your perception of yourself as an artist. Use the following points to help keep your statement cohesive:

- *Clear explanation of what artwork is; what materials is it made of? If abstract, what should the viewer be seeing?*
- *Clear explanation of how your project connects back to your experiences; Do my choice of materials connect with my perception of who I am as an artist?*
- *Clear explanation of why you chose to create this work and use the materials you did; How does this connect with both my personal and art making experiences? Is there a clear theme in my final project?*
- *Clear explanation of who you are as an artist; What is an artist? Do I fit into the definition of what it means to be an artist? What are some goals I have to become a better artist this year in art class?*

Part 3: Inspiration/Creative Process (All Required)

Provide sources of inspiration and your creative process by submitting with your project 1 or more of the following:

- Photos of prior artwork
- Brainstorming sketches/ideas
- Photo documentation
- First drafts of writing

Science Summer Assignment, 2011

We live in a city where our view of nature is often obscured by the fact that humans have changed it. Our feet walk on concrete, our ears are filled with the sound of cars, the air we breathe is filled with exhaust and heat from the machines, and lights from buildings fill the sky making it hard to observe the stars. In the summertime, however, nature often has a more immediate and clear presence in your life for the reason that you usually slow down to observe your natural world and you probably spend more time outdoors and even outside of the city. This assignment invites you to take advantage of the lazy days of summer by filling them with wonderings and observations of nature in its pure form.

Also for Science, you should purchase the book *Life as We Knew It* by Susan Beth Pfeffer. You will be reading this book in the fall in Science class.

Observations of a Cycle

Choose a cycle in nature that you are interested in observing this summer. (Examples: the moon going through its phases, clouds in different weather systems, rising and falling tides, the changing angle of the sun from morning to evening, a flower garden that blooms and fades, etc.)

Choose a strategic time frame for your observations.

You need to observe changes in the cycle. These observations can be brief (even 5 minutes each time could be enough). You should make 5-10 observations that capture the full course (if possible) of the cycle you've chosen. (For example: If you are observing the moon, space your observations out over the course of a month. If you are observing the tides, you may make observations each day throughout the course of about a week or month).

Task #1: Complete a Data Log

Complete the attached log to record changes in the cycle that you are observing. You must find a way to measure the changes you observe. You must be scientific and you may be inventive in designing the method of measurement. (For example: For observations of the moon, you could trace the changing shape of the moon on paper as you observe it through a window each night. For tides, you could place a stick in the sand and notice when the water level reaches a certain height.)

Task #2: Create 3 artistic pieces that capture "snapshots" of 3 distinct stages in your chosen cycle.

Choose 1 **medium** for all of the pieces. (For example: As a way of showing the movement of the sun from morning to evening, you may choose to create 3 landscape watercolor paintings at the beach showing change in light and shadows in the morning, at noon, and at sunset.)

Chosen medium: Media to consider are watercolors, pencil, charcoal, clay, fabric, photography, collage, etc.

Please choose a medium that you will enjoy working with, and have fun! Please take care creating these pieces so as to showcase your best work for your new teachers! Ms. Cortes, Ms. Dwyer and Mr. Skinner will be collecting these to get to know you as artists and scientists.