8th Grade ELA

Midwinter Recess Packet

Ms. Romero, Mr. Calixte, Mr. Delgado, and Mr. Ludwin

This packet must be completed in full on Monday, February 24, 2020.

Parent Signature: _____

Student Signature: _____

Independent Reading

Book Title: _____

Book Author: _____

In addition to completing the attached New York State Test questions each day, you ***must*** read a book of your choosing and respond with at least one paragraph **to at least six** of the prompts below. You may not answer the same prompt more than once. Lined paper is attached for your responses.

Additionally, you must log your reading in the reading log below. **You must read on at least six days of the nine days of break.**

Reader Response Questions/Prompts for Fiction –Use evidence from the text.

1. Does the book remind you of another book? Why??
2. Does the season or the time affect the characters or the plot of the story? How important is the place or time to the story?
3. Explain how a character is acting and why you think the character is acting that way.
4. From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen.
5. What types of symbolism do you find in this novel? What do these objects really represent? How do characters react to and with these symbolic objects?
6. Who tells the story? Is this the best person to tell it? Why?
7. How would the story be different if told through another character's eyes?
8. Why do you think the author wrote this story?
9. If you were the author, would you have ended the story in a different way? Why? How so?
10. How does the character's actions affect other people in the story?
11. How does the author provide information or details to make the story seem realistic?
12. How does the author help you feel that you are really there (in both realistic stories and fantasy)?
13. Do you have any unanswered questions about the story? Explain.
14. Copy an interesting/confusing/important/enjoyable passage and explain why you chose it.
15. From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen. How is the book structured? Flashbacks? Multiple points of view? Why do you think the author chose to write the book this way?

Date	Pages Read	Time Read

Question: _____

Question: _____

Question: _____

Question: _____

Question: _____

Question: _____

★ Monday - Read "One-Eyed Cat" and answer questions 1-7. ★

Directions

Read this story. Then answer questions 1 through 7.

Excerpt from *One-Eyed Cat*

by Paula Fox

Ned loved snow, the whisper when he walked through it, a sound like candles being blown out, the coming indoors out of it into the warmth, and standing on the register in the big hall through which the dusty, metal-smelling heat blew up, and the going back out again, shivering, cold, stooping and scooping up a handful to make a snowball, packing it hard with wet mittens, hefting it, tossing it as far as he could, and the runners of his sled whispering across it as he sleighed down the slopes which were smooth and glittering and hard, like great jewels.

On the first of December, there was a heavy snowfall. When Ned looked out of his window the next morning, the river glowed like a snake made out of light as it wound among the snow-covered mountains.

He ate breakfast hastily, too preoccupied to read the story on the cereal box. Mrs. Scallop[1] was broody this morning and left him alone, her glance passing over him as it passed over the kitchen chairs.

On the porch, he paused to take deep breaths of air which tasted, he imagined, like water from the center of the ocean, then he waded into the snow, passing the Packard,[2] its windows white and hidden, the crabapple tree with its weighted branches, down the long hill trying to guess if he was anywhere near the buried driveway. By the time he reached Mr. Scully's house, his galoshes were topped with snow and his feet were wet. Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.

Ned went around to the back until he could see the shed. There were boot tracks in the snow leading to it and returning to the back door. He guessed the old man had taken in the cat's bowl; it was nowhere to be seen. You couldn't leave anything out in this weather, it would freeze. Mr. Scully had told him that finding water in the winter was a big problem for animals. Licking the snow or ice could make them sick.

Ned stared hard at the shed. Perhaps the cat was inside, squeezed in behind logs in a tight space where its own breath would keep it warm. He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could make the cat appear out of snow and gray sky. Twice, his glance passed over the icebox. The third time, he saw that the motionless mound on top of it was not only the quilt but the cat, joined into one shape by a dusting of snow.

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[1] **Mrs. Scallop:** Ned's family's housekeeper

[2] **Packard:** a brand of car that is no longer manufactured

GO ON

Ned held his breath for a moment, then put his own feet in Mr. Scully's tracks and went toward the shed. The tracks had frozen and they crunched under Ned's weight, but the cat didn't raise its head. Ned halted a few feet away from it—but of course, he realized, it wouldn't hear him because of its deaf ear. He could have gone closer to it than he'd ever been but he had a sudden vision of the cat exploding into fear when it finally did hear him.

When he got back to the front of the house, he saw fresh footsteps on the road. He could tell it was the road because of the deep ditches which fell away to either side. He guessed they were Billy's tracks. It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat. He found Evelyn's tracks, too, and later on, Janet's, the smallest of all. He felt ghostly as if he'd been left alone on a white, silent globe.

Somewhere in the evergreen woods, snow must have slid off a bough, for he heard the loud plop, then the fainter sound of the bough springing up, relieved of the weight. He thought about the cat, visualizing how it had looked on the quilt. How still it had been! Why hadn't he gone right up to it, looked at it close, touched its fur? Why had it been so motionless—still as death, still as a dead vole he'd seen last summer in the grass near the well? He came to the snow-covered blacktop road upon which a few cars had left their ridged tire tracks. He had a strong impulse to turn back, to play hooky for the first time in his life. Mr. Scully, with his poor eyesight, might not spot the cat on top of the icebox, might not, then, set food out for it. Fretting and shivering, his feet numb, Ned went on to school.

He tried very hard to concentrate on his lessons, to watch Miss Jefferson's plump, even handwriting on the blackboard as she wrote out the lines from a poem by Thomas Gray that the class was to memorize that week, but try as he might, the image of the unmoving animal on the ragged old quilt persisted. Last week, on a rainy afternoon, the cat had looked at Ned, had cocked its head as though to see him better. Its one eye, narrowed, had reminded him of a grain of wheat.

"The curfew tolls the knell of parting day,

The lowing herd wind slowly o'er the lea . . ."

Ned read the lines several times before copying them down in his copybook. The words made no sense to him. It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him. He was either relieved because the cat was where he could see it or fearful because he didn't know where it was.

1 Read these words from lines 18 and 19.

> **Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.**

The use of the words "pinched look" contributes to the tone of the story by making the house seem

A tense

B angry

C uncertain

D disappointed

2 Lines 20 through 24 contribute to the development of the plot by

A showing that Ned and Mr. Scully are friends

B describing the challenges of dealing with heavy snow

C suggesting that Mr. Scully has been neglecting the cat

D describing weather conditions that can be dangerous for the cat

3 In lines 31 through 36, Ned keeps his distance from the cat because he

A envisions the cat being sick from licking ice or snow

B believes the cat will make him late to school

C imagines the cat will become panicked

D remembers the cat is deaf and unlikely to respond

GO ON

4 Lines 37 through 42 in the story reveal that Ned feels

A isolated

B confused

C relieved

D confident

5 Ned's decision to leave the cat causes

A the cat to become more afraid

B Ned to be left behind by the other children

C the cat to go hungry for the rest of the day

D Ned to be distracted from his work during school

6 Which quotation **best** supports a central theme of the story?

A "He ate breakfast hastily, too preoccupied to read the story on the cereal box." (line 11)

B "Twice, his glance passed over the icebox." (line 28)

C ". . . but try as he might, the image of the unmoving animal on the ragged old quilt persisted." (lines 55 and 56)

D "Ned read the lines several times before copying them down in his copybook." (line 61)

7 Which quotation from the story **best** shows how the cat has impacted Ned's life?

A "He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could make the cat appear out of snow and gray sky." (lines 26 through 28)

B "The third time, he saw that the motionless mound on top of it was not only the quilt but the cat, joined into one shape by a dusting of snow." (lines 29 and 30)

C "It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat." (lines 39 through 41)

D "It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him." (lines 62 through 64)

GO ON

★ Wednesday - Read "Who Are You Today, María?" and annotate based on questions 48 and 49. ★

Directions Answer questions 48 and 49.

Read this story. Then answer questions 48 and 49.

Fifteen-year-old María, who was born in Puerto Rico, has moved to New York City with her father.

Excerpt from "Who Are You Today, María?" from *Call Me María*

by Judith Ortiz Cofer

Abuela[1] knocks on my bedroom door. She has come to my room this morning to watch me choose my outfit for Who You Are Day at school. This is a day when we are allowed to dress in clothes that we think tell the world who we really are. (Within reason, our principal warned—no extremes will be tolerated. I hope that her definition of the word*extreme* is the same as my friend Whoopee's. Nothing that she will put on this morning has ever been seen on this planet, much less at school.)

Abuela makes herself comfortable on my bed as I put on my costume of myself made up of pieces of my life. I thought about my Who You Are Day outfit a lot. Mr. Golden told us in English class to think about our choices: are you going to walk around as a joke or as a poem? I have a suspicion that our teachers have allowed us this chance to dress up as ourselves for a reason. Our school is already a united nations, a carnival, and a parade all at once. There are students from dozens of different countries, and we do not always get along. Most of us are too shy to talk to others outside our little circles, and so misunderstandings come up. The principal has tried almost everything. The Who You Are Day is another of her crazy ideas to get us to communicate. In each of my classes, the teacher said, let us know something about what has made you who you are by what you wear to school tomorrow. It all sounds like a conspiracy to me. But I like dressing up so I do not complain like the boys have been doing. Most of them hate the idea!

Abuela looks at my choices hanging on the door and shakes her head, smiling, like she did when we went to see*Cats*. It is a smile that says, I do not understand, but if it is important to María, I will bear it the best I can. She is elegant even at 7:00 A.M. in her embroidered silk robe and red velvet slippers. She has wrapped a shawl over her shoulders because she is always cold in our *cueva*, as she calls the apartment. The shawl was handmade by her mother and it is Abuela's most prized possession. As a little girl, I liked to put it over my head because the pattern of sequins made a night sky full of stars and because it smelled like Abuela.

[1]**abuela:** the Spanish word for grandmother

GO ON

Abuela sips from her cup of café con leche as she watches me.

I feel a little strange about being in my underwear in front of her and go in my closet with my choices, which are:

My mother's red skirt that she wore when she had a part in a musical play on the Island. I have played dress-up with it since I was five years old, but it finally fits me perfectly. It is the kind of skirt that opens like an umbrella when you turn in circles.

A top I sewed together from an old sari[2] Uma's[3] mother was going to throw away. It is turquoise blue with silver edges.

And finally, over my sari, I will wear my father's sharkskin suit jacket—it's big on me but I can roll up the sleeves. It is what he likes to wear when he sings at rent parties.[4] Under the light, it changes colors and seems to come alive as the design shifts and moves. Papi says it is great for dancing; you don't even need a partner.

And finally, tall platform shoes we found buried deep in Whoopee's closet, circa 1974, she told me. Whoopee collects antique shoes to go with her science fiction outfits. It is a fashion statement; she will tell anyone who asks. No one knows what the statement means, and that is just fine with Whoopee.

When I part the clothes in my closet and come out like an actor in a play, Abuela's eyes open wide. Before she can say anything, I point to each piece of my outfit and say a name: Mami, Papi, Uma, and Whoopee.

Abuela's face changes as she begins to understand the meaning of my fashion statement.

"Ahora sé quién eres, María, y quién puedes ser, si quieres. Ven acá, mi amor."

Abuela says that she knows who I am and who I may be if I choose. I have heard those words before but I don't remember when or where. Abuela embraces me and kisses my face several times. This is a Puerto Rican thing. It goes on for a while. I close my eyes to wait it out and I suddenly inhale a familiar scent. When I open my eyes, I see a starry sky. Abuela has put her shawl over my head.

"Algo mío para tu día de ser quien eres, mi hija," she tells me. *Something of mine for your day of being who you are.* She is letting me borrow her mother's beautiful shawl!

All day at school, I feel elegant. Whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me: *I know who you are and who you may be if you choose.* And when I go into Mr. Golden's class and his eyes ask me, *Who are you today, María?* I will say by the way I walk in, head held high, that today I am a poem.

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[2]**sari:** a long piece of cloth that is wrapped around the body and head or shoulder and worn by women in southern Asia

[3]**Uma:** one of María's school friends

[4]**rent party:** a party given to raise money for the host's rent

GO ON

48 What is a theme developed in lines 7 through 18 of "Excerpt from 'Who Are You Today, María?' from *Call Me María*?" Use **two** details from the story to support your response.

49 In "Excerpt from 'Who Are You Today, María?' from *Call Me María*", what does the phrase "today I am a poem" (line 59) reveal about María? Use **two** details from the story to support your response.

★ Thursday - Read "The Watcher" and annotate based on question 50. ★

Directions

Read this story. Then answer questions 50 and 51.

Excerpt from *The Watcher*

by James Howe

Evan hated Holden Caulfield. Really hated him. Maybe he was only a character in a book but to Evan he felt real, like one of those people you get stuck sitting next to on an airplane and they won't shut up about their totally unfascinating lives. Evan could in no way understand why his father had been shoving this book at him for the entire past year, insisting he read it, telling him it was one of the most important books of the twentieth century. His father got like that sometimes.

He decided to read it anyway. He'd seen it on his freshman reading list so he figured why not get it over with and get his father off his back at the same time. Two birds, one stone. In a weak moment, he'd admitted to his father that he hated Holden with a passion, and his father had given him this solemn look and said, "My guess is that this book is touching something deep inside you, Evan." To which he'd said, "Yeah, right, Dad." But sometimes in the middle of the night when he couldn't sleep, Evan wondered if maybe what his father said was true.

He was down at the beach reading the book one Friday afternoon when someone came up and said *hey* and asked if he wanted to hang out. It was Shane, one of what Evan referred to as the "boys in black." Evan often labeled people. He liked to think this was the product of a creative mind, but his best friend last year in eighth grade, right before he stopped being his best friend, had told Evan he thought he was basically a snob. Which Evan knew for a certifiable fact wasn't true, although no matter how many times he replayed the conversation in his head he couldn't come up with what he *was*, if he wasn't a snob.

The boys in black had caught Evan's attention the first week he and his family were out at the beach house. It was five o'clock, and like every other day at five o'clock, after the lifeguards blew their whistles and waved their arms to let everybody know they were going off duty, little kids in bunches, Callie[1] included, ran to the abandoned lifeguard stand to clamber to the top, hurl themselves off onto the huge pile of sand at the base, then repeat the process over and over until they were called away for dinner.

"Watch me, Evan!" Callie shouted. Evan watched, at the same time keeping an eye on the retreating figure of the lifeguard named Chris who secretly Evan thought was the coolest guy on the beach. Who secretly Evan wished he could be. Evan admired Chris's mirrored sunglasses and had decided he was going over to Fair Harbor one of these days to get a pair just like them. The only question was whether he'd have the nerve to wear them to the beach, although he wasn't sure why this was even a question.

[1]**Callie:** Evan's younger sister

GO ON

Evan was imagining himself sitting up on top of the lifeguard stand in his mirrored sunglasses, twirling a whistle cord around his index finger and looking seriously cool, when five boys in black wet suits, shiny and snug as coats of fresh paint, raced past and plunged into the water. Once in, they pulled themselves onto their surfboards and paddled furiously over and through the rolling waves, calling to each other all the while like crows cawing. Everything about them worked together as one: their bodies, their suits, their boards, the water, their coded calls. Evan wished he could be out there with them, envying not their surfboards but their ease with themselves and one another.

He saw them other times after that, other places. Sometimes there'd be just one of them, eating an ice cream out in front of the all-purpose store in town, or two of them, with fishing poles in hand, headed for the bay. But most times he saw all five, moving shoulder-to-shoulder along the boardwalks, a basketball in constant play, looking, in their high-style shorts and ankle bracelets and backward baseball caps, like a pack of Gap-ad Huckleberry Finns.

At the beginning of their vacation his mother had been bugging him. "Why don't you make some friends, Evan? Those boys, you know the ones I mean, they look nice, don't you think?" He had come up with reasons, then excuses, and finally had just ignored his mother until she backed off.

Then there he was, hearing somebody say *hey*, and looking up at this tall, tightly muscled kid with shoulder-length dirty-blond hair whom he recognized immediately as the one he'd heard the others call Shane.

"I see you sittin' here," Shane said, squinting down at Evan. "How come you're always sittin' here reading?"

"I'm not always reading."

"I never see you in the water."

"I go in the water. Maybe not when you're looking."

Evan's cheeks were hot. He prayed that his mother, stretched out on a towel several feet behind him, was plugged into her music or one of those meditation tapes she was always listening to these days and wasn't paying attention to this conversation.

"So what's your name?" he heard Shane ask.

"Evan. What's yours?"

"Shane," Shane said in a bored voice. "So you want to hang out? I mean, you know, you want to hang out?"

"I guess," Evan said. His eyes were level with Shane's knees. He noticed now many pink scars and scabs dotted the landscape of the other boy's sun-brown legs. He imagined all the falls and mishaps it must have taken to create so many scars and felt a deep sense of shame that at fourteen his own body revealed so little history.

50 How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use **two** details from the story to support your response.

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_____

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GO ON

Friday – Reread "Who Are You Today, María" and "The Watcher" and answer the extended response below.

51

María in "Excerpt from 'Who Are You Today, María?' from *Call Me María*" and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is María affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect María
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from **both** stories to support your response

GO ON

STOP

MSTA – MATH REVIEW
WINTER BREAK
8TH GRADE

41 The approximate areas of two states are listed below.

- Texas: 2.69×10^5 square miles
- Rhode Island: 1.21×10^3 square miles

Determine the difference, in square miles, between the area of Texas and the area of Rhode Island. Write your answer in scientific notation.

Show your work.

Answer _____ square miles

GO ON

42 The set of ordered pairs below represents a linear function.

$$\{(-2,-3),\ (0,-2),\ (2,-1),\ (x,y)\}$$

What is one other pair of coordinates that could be the missing ordered pair, (x, y), in this set?

Show your work.

Answer $x =$ _____

$y =$ _____

GO ON

43 Solve the system of equations shown below.

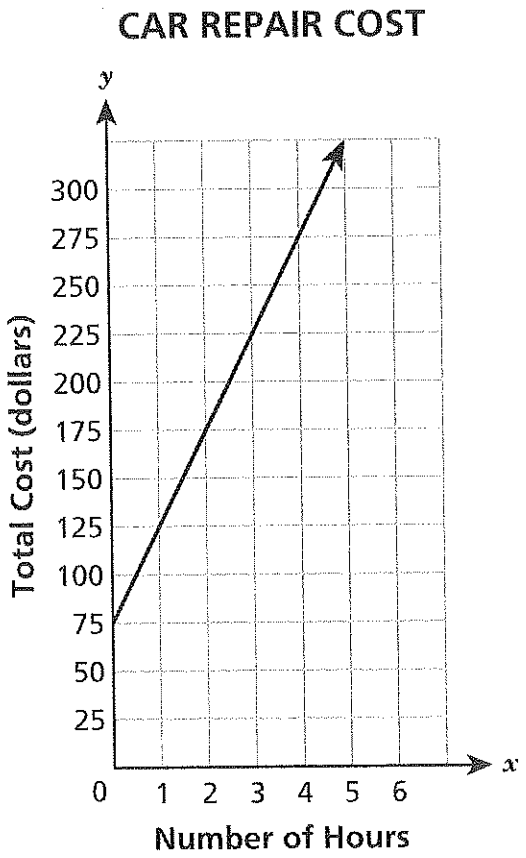
$$2x - 6y = -12$$
$$x + 2y = 14$$

Show your work.

Answer _____

GO ON

44 A car repair shop charges an hourly rate plus a pickup and delivery fee. The graph below represents the relationship between the total cost of the repair, including pickup and delivery fee, and the number of hours it takes the shop to complete the repairs.



What equation represents this linear function?

Show your work.

Equation _____

GO ON

45 Billy is comparing gasoline prices at two different gas stations.

- At the first gas station, the equation $c = 2.80g$ gives the relationship between g, the number of gallons of gasoline, and c, the total cost, in dollars.
- At the second gas station, the cost of 2.5 gallons of gasoline is \$8.30, and the cost of 5 gallons of gasoline is \$16.60.

How much money, per gallon, would Billy save by going to the less expensive gas station?

Show your work.

Answer \$_____ per gallon

GO ON

46 Triangle ABC goes through a series of three transformations, resulting in triangle $A'B'C'$. The three transformations are listed below.

- a rotation $180°$ clockwise about the origin
- a reflection over the x-axis
- a reflection over the y-axis

Triangle ABC has vertex A located at $(2, -3)$. Using the coordinates of this point, explain how the three transformations map vertex A onto vertex A'.

Explain your answer.

_____

_____

_____

GO ON

47 Two students, Matt and Billy, each calculated the volume of a spherical ball with a diameter of 15 centimeters. Their work is shown below.

MATT'S WORK	BILLY'S WORK
Step 1: $V = \frac{4}{3}\pi r^3$	Step 1: $V = \frac{4}{3}\pi r^3$
Step 2: $V = \frac{4}{3}\pi(15)^3$	Step 2: $V = \frac{4}{3}\pi(7.5)^3$
Step 3: $V = \frac{4}{3}\pi(3375)$	Step 3: $V = \frac{4}{3}\pi\left(\frac{3375}{8}\right)$
Step 4: $V = 4500\pi$	Step 4: $V = \frac{1125}{2}\pi$

Which student made an error and what error did that student make?

Explain your answer.

_____

_____

_____

GO ON

48 The two equations shown below represent different functions.

Function P: $y = \frac{3}{x} + 2$

Function Q: $y = \frac{1}{3}x + 2$

Identify each function as linear or nonlinear. State a reason why each function is linear or nonlinear.

Function P _____

State your reason.

_____

_____

_____

Function Q _____

State your reason.

_____

_____

_____

STOP