

Sample Pages from

# Teacher Created Materials

PUBLISHING

Created *by* Teachers *for* Teachers and Students

**Please find enclosed in this sample the following:**

Kids Learn! Activity pages:

- Table of Contents
- Intro letter to parents
- Things To Do at Home suggestions
- Writing activity
- Mathematics activity
- Reading activity

Parent Guide for Your Child's Success:

- Table of Contents
- Tips and activities for parents and students

Sample pages from readers:

- *Ripple Effect*
- *Hippocrates Making the Way for Medicine*

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# Kids Learn!

Getting Ready for

8th Grade

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# Welcome to Kids Learn!



Dear Family,

Welcome to *Kids Learn! Getting Ready for 8th Grade*. Eighth grade will be an exciting year, with plenty of new educational opportunities. Your teen will study poetry and drama, learn about linear geometry, and master basic algebraic functions! Interesting new concepts in physics and American history will keep students engaged in lessons at school as well.

*Kids Learn!* was designed to help solidify the concepts your teen learned in seventh grade and help your teen prepare for the year ahead. The activities are based on the Common Core State Standards and provide practice with essential skills for the grade level. Keeping the skills your teen learned in seventh grade sharp while on break from school will help his or her eighth grade year get off to a great start. There is also a section at the end of the book that provides practice for standardized testing.

Keep these tips in mind as you work with your teen through the *Kids Learn!* book:

- Set aside a **specific time each day** to work on the activities.
- **Complete one language arts and one mathematics page** each time your teen works in the book rather than an entire week's worth of activity pages at one time.
- Keep all **practice sessions with your teen positive and constructive**. If the mood becomes tense or if either of you gets frustrated, set the book aside and find another time for your teen to practice.
- **Help your teen with instructions**, if necessary. If your teen is having difficulty understanding what to do, work through some of the problems together.
- Encourage your teen to do his or her best work and **compliment the effort that goes into learning**. Celebrate the completion of all the activities by filling in the certificate at the end of the book and displaying it in a special place.

Enjoy the time learning with your teen during his or her vacation from school. Eighth grade will be here before you know it!

# Things to Do at Home

## To Develop Healthy Habits

- Keep ahead of clutter by designating a specific time when everyone in the family is responsible for cleaning and organizing.
- Teens at this age still need about nine hours of sleep each night. Encourage your teen to engage in a relaxing activity before bedtime (e.g., a warm bath or a shower) and to avoid sleeping in on the weekends as this will interfere with weekday sleep patterns.
- Help your teen learn study and test-taking skills. Show him or her how to use a study guide, review notes, identify areas of weakness, read directions carefully, and monitor time during a test.



## To Practice Reading

- Establish a daily reading time of 15–30 minutes to read with your teen. Read selections out loud, discuss favorite scenes, look for evidence to support opinions, or analyze characters together.
- Encourage your teen to read a print or online newspaper every day. Review and discuss the headlines, photographs, editorials, and comics together.
- Start a vocabulary journal to note new and interesting words that you and your teen encounter in daily reading activities. Look up the new words in an online dictionary that provides audio of pronunciations. Write the words and their definitions in the journal, and then try to use the new words at least twice a week.



# Topic Sentences

**Directions:** The topic sentence below is followed by a set of statements. Some of them are relevant to the topic, and some are not. Eliminate the irrelevant ones, and organize and restructure the rest into an effective paragraph on a separate sheet of paper.

**Topic Sentence:** The school week should be reduced to four longer days per week.

1. School is boring; it's just the same old thing every day, and there's so much homework.
2. My teachers each think their class is the only one we students have; they give us more homework than we can possibly do.
3. Personally, five days is just too long for me. I get burned out, and I think my teachers do, too.
4. My dad once had a four-day-per-week job, working ten hours per day.
5. We teens need more rest time since we're growing, and an extra day is all we ask.
6. Eight school hours for four days may be a bit too long, but we'll sacrifice for a longer weekend.
7. Teens are not adults yet, so we still need time to have fun and be with friends in a noneducational environment.
8. A four-day school week would really benefit teens.



# Algebraic Expressions

**Directions:** Evaluate the expressions.



*Like terms* have the same variables and corresponding exponents. Like terms in an expression can be combined. Unlike terms cannot be combined.

### Like Terms

$$7x^2 \text{ and } -3x^2$$

$$8b \text{ and } 3b$$

### Unlike Terms

$$2y \text{ and } 2x$$

$$4a^3 \text{ and } 3a^2$$

### Part A

Combine like terms to simplify each expression.

1.  $3y + y =$  \_\_\_\_\_

2.  $b + b =$  \_\_\_\_\_

3.  $5r - 2r =$  \_\_\_\_\_

4.  $3c - 4c =$  \_\_\_\_\_

5.  $\frac{2}{3}d + 3b + d =$  \_\_\_\_\_

6.  $9x + 2y^3 - 4y - 6x =$  \_\_\_\_\_

7.  $\frac{8}{2}x - 9y - 6x + 12y =$  \_\_\_\_\_

### Part B

Evaluate the following expressions.  
Let  $r = 3$  and  $t = 9$ .

8.  $\frac{r}{t} =$  \_\_\_\_\_

9.  $rt =$  \_\_\_\_\_

10.  $\frac{r}{3} + \frac{t}{3} =$  \_\_\_\_\_

11.  $r + t =$  \_\_\_\_\_

### Part C

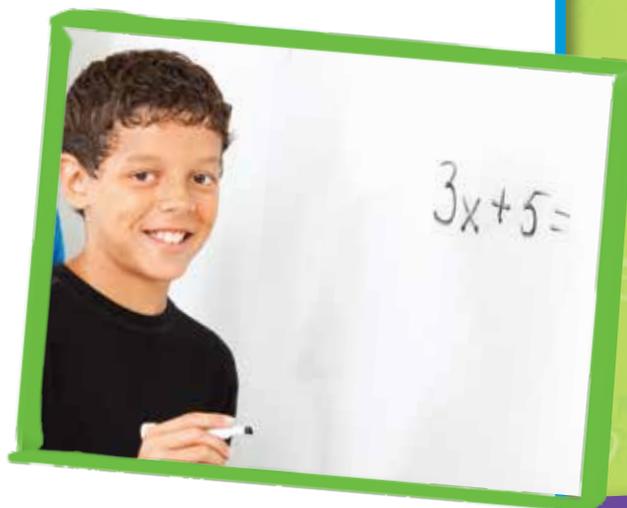
Evaluate the following expressions.  
Let  $a = 5$ ,  $b = -4$ , and  $c = 10$ .

12.  $ab =$  \_\_\_\_\_

13.  $b + c =$  \_\_\_\_\_

14.  $\frac{c}{5} =$  \_\_\_\_\_

15.  $c - 5 =$  \_\_\_\_\_



# What Would Change?

**Directions:** Imagine that the passage below was written from the point of view of the prince. How would it change the passage? Brainstorm a list of possible differences.

## Excerpt from *The Prince and the Pauper*

by Mark Twain

Poor little Tom was in his rags. He was moving slowly past the sentinels. He moved with a fast-beating heart. He felt a rising hope. He saw a spectacle. It almost made him shout for joy. Within was a comely boy. The boy was tanned and brown by playing sturdy outdoor sports and exercises. His clothing was all of lovely silks and satins. It was shining with jewels. He had a little jeweled sword and dagger. He had dainty buskins on his feet. They had red heels. He wore a jaunty crimson cap. It had drooping plumes fastened with a great sparkling gem. Several gorgeous gentlemen stood near. They were his servants. He was a prince! A real prince. Tom knew it without the shadow of a question. The prayer of the pauper boy's heart was answered at last.

Tom's breath came quick. It was cut short with excitement. His eyes grew big. He felt wonder and delight. He had one desire. He wanted to get close to the prince. He wanted to have a good, devouring look at him. Soon Tom had his face against the gate bars. The next instant, one of the soldiers snatched him rudely away. He sent him spinning among the gaping crowd. The soldier said, "Mind thy manners, thou young beggar!"

The crowd jeered. They laughed. The young prince sprang to the gate. His face was flushed. His eyes were flashing with indignation. He cried out, "How dar'st thou use a poor lad like that? How dar'st thou use the King, my father's, meanest subject so? Open the gates. Let him in!"

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# Interpreting Data

**Directions:** The responses below were selected from random samples of women and men. Answer the questions about the data set.

**Question:** How many hours did you spend watching television last week?

**Responses from 10 women:**

4, 1, 10, 15, 3, 6, 2, 7, 2, 9

**Responses from 10 men:**

5, 8, 10, 11, 14, 11, 6, 12, 15, 9

1. What is the mean number of hours the men spent watching television last week?

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2. What is the mean number of hours the women spent watching television last week?

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3. What inferences can you make about the television-viewing habits of women and men based on the data?

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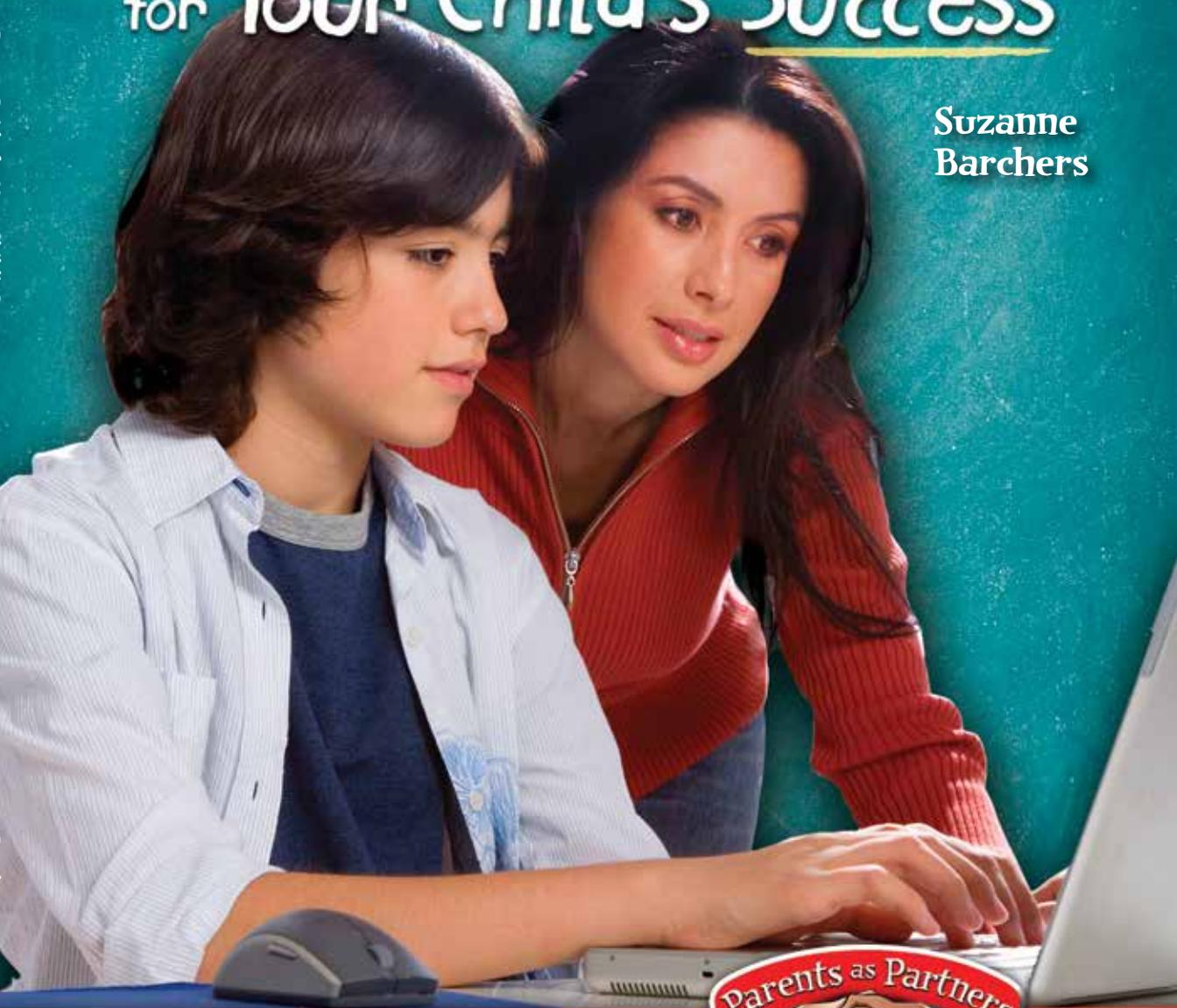


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# Eighth Grade Parent Guide for Your Child's Success

Suzanne  
Barchers



Teacher Created Materials

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# Read On!

If you need to get your teen talking, read some books together. If there is a tough topic you need to tackle, check with your librarian. A good young-adult novel might be the way to open the door to conversation.

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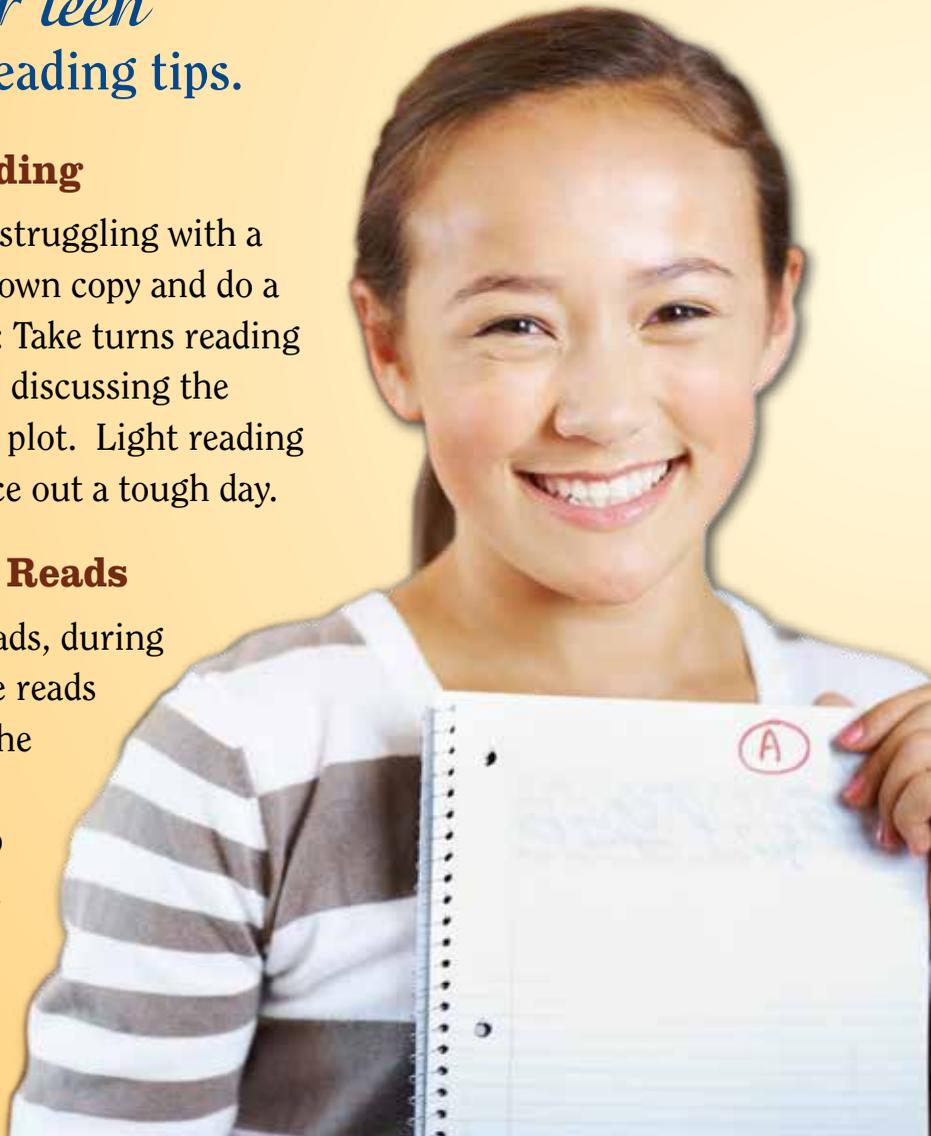
*Help your teen  
with these reading tips.*

## **Shared Reading**

If your child is struggling with a book, get your own copy and do a shared reading: Take turns reading chapters aloud, discussing the vocabulary and plot. Light reading can help balance out a tough day.

## **Community Reads**

Community reads, during which everyone reads and discusses the same novel, have sprung up in many towns.



# Teen

## Reads

Not just for teens, these young adult books are sure to make you a fan. Try some! Find other books by authors you and your teen enjoy.

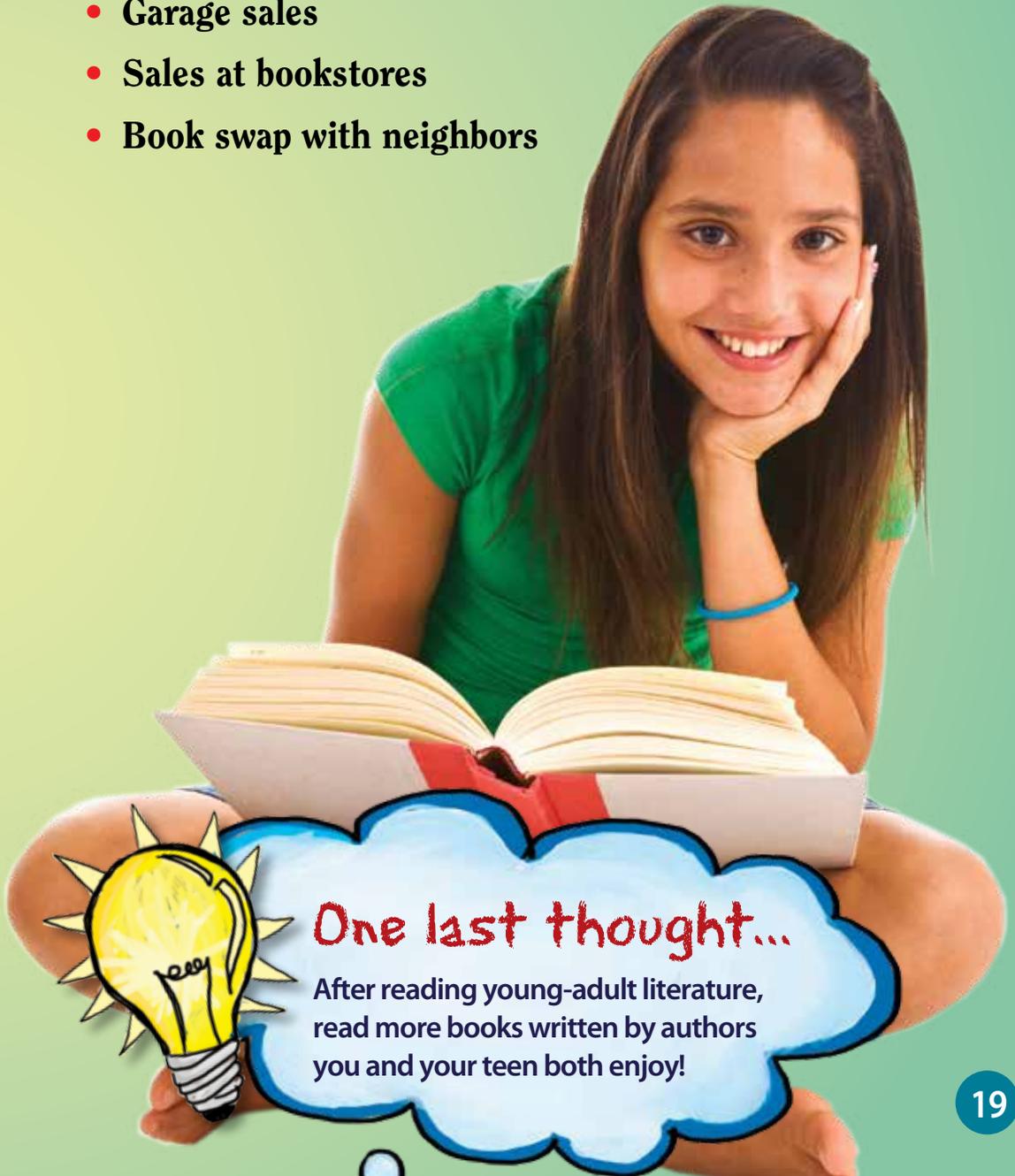


### Here are some books you should find.

- *The Absolute True Diary of a Part-Time Indian* by Sherman Alexie
- *The Hunger Games* by Suzanne Collins
- *Anne Frank: The Diary of a Young Girl* by Anne Frank
- *The Outsiders* by S.E. Hinton
- *The Giver* by Lois Lowry
- *The Angel Experiment* by James Patterson
- *Where the Red Fern Grows* by Wilson Rawls
- *The Help* by Kathryn Stockett
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor

**Here are some ideas for how to find books.**

- **Library book sales**
- **Garage sales**
- **Sales at bookstores**
- **Book swap with neighbors**



**One last thought...**

After reading young-adult literature,  
read more books written by authors  
you and your teen both enjoy!



# RIPPLE EFFECT



Timothy J. Bradley

BOOK  
02

## What Do YOU Think?

Scientists ask a lot of questions—and they don't always have the answers. Sometimes, there isn't just one answer but many. The questions below are here so you can dive below the surface of *Ripple Effect* and start exploring things a bit deeper, like a scientist would. There's no right or wrong here, only possibilities...



The title of this book, *Ripple Effect*, could refer to many different things related to the story. Why do you think it was chosen? Would you have selected a different title—if so, what?



Sidney's mom didn't tell him anything about how his dad died—or about her own past as a scientist. Why do you think she made that choice? Do you think it was the right decision? Why?



The scientists hope the fusion reactor will help supply energy—something in short supply on Earth because of natural-resource use and depletion. If we were to discover intelligent life on another planet, what problems do you think they might be facing? Would they be similar to ours or very different?



Although they're the best of friends, Penny sometimes gets irritated when her friends Sid and Hari start name-calling or acting immature. Do you ever embarrass your friends with your behavior? Do you have friends that act in a way that sometimes frustrates you?



In *Ripple Effect*, we learn that Sid's dad, Rob, disappeared when the model fusion reactor exploded. Do you think there's a possibility that he's still alive, living on another planet or in a different universe? If so, do you think he is trying to make his way back to his son and wife? Why?



When Sidney feels the itch of curiosity, nothing can stop him from acting—sometimes without thinking. Do you think it was brave or reckless for him to hop inside the first bubble? Was the risk he took worth it for the reward he thought was possible?



Penny, Hari, and Sid are able to rescue the other students and the staff of WAVElab by working together and sharing their knowledge. Can you think of a time when working with others allowed you to complete a task that would have been impossible otherwise? Are there times when working alone is preferable?



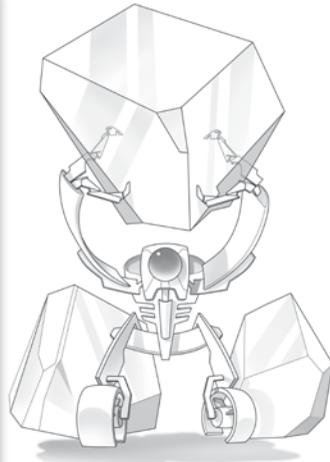
The Alchemists have been disrupting scientific inquiry for at least as long as Sidney's been alive. What do you think their purpose is? Do you agree with their message? What about the methods they use for spreading their ideas? In what ways do you think they take advantage of people's confusion about science?

## The Science of Sci Hi

Many of the science-fiction elements in *Ripple Effect* are inspired by real scientific theory and modern technological innovations. Read on to discover the fascinating facts behind the fiction!

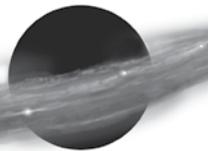
### Nanotechnology

*Nanotech* focuses on machines the size of a nanometer, which is one-billionth of a meter. (For comparison, a human hair is about 25,000 nanometers wide!) Scientists imagine the future of nanotech is the *nanobot*—a minuscule machine that does exactly what we want at the cellular level: manipulate objects and materials as an automated response or, like Penny's bots, according to a program.



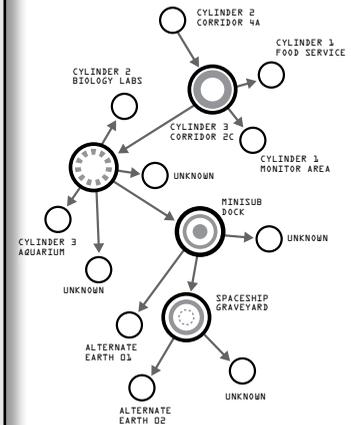
### Black Holes

Black holes are cavities in space—invisible if not for the gas and dust swirling around them. Matter falls in and is compressed into a small space. (*Small* is a relative term—at the center of the Milky Way lies a black hole that's 15 million miles in diameter. It's huge but is still a small space for its contents: the mass of four million suns!) Black holes' density increases their gravity, distorting both space and time. So, black holes actually slow down time, making them a natural sort of time machine.



### Wormholes

Wormholes are theoretical tunnels that travel through space-time. These portholes could create shortcuts, linking distant planets across the universe or even the present to the past in the same place. But they might not be ideal for human travel. If they exist, scientists think they must be small, contain high levels of radiation, and have the potential to collapse very quickly. Scientists haven't discovered a wormhole to test their theories, but they're still looking. After all, they didn't discover a black hole until 1971.



### Parallel Universes

According to quantum mechanics, every possible outcome of an event exists prior to it being observed. So, before you got up to brush your teeth this morning, it was possible that you might not have gotten out of bed, you might not have brushed your teeth, or your dog might have brushed its teeth instead. (Even the most bizarre outcomes are possibilities!) When the actual outcome is observed, our reality solidifies. However, according to the Many Worlds Interpretation, all those possibilities that didn't occur in our reality are still out there—in alternative realities that exist separately alongside ours.



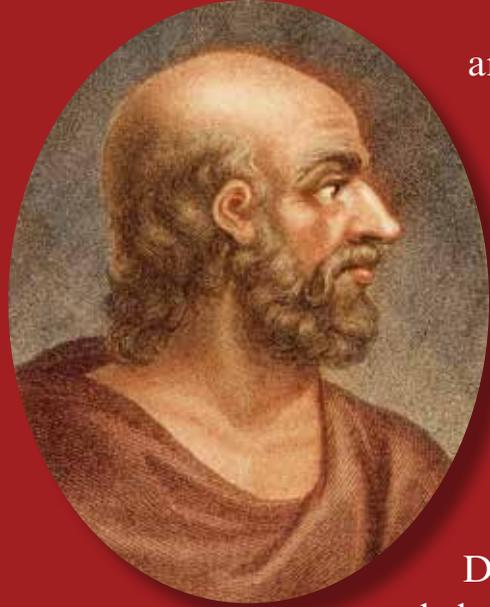
# Hippocrates

## Making the Way for Medicine



Connie Jankowski

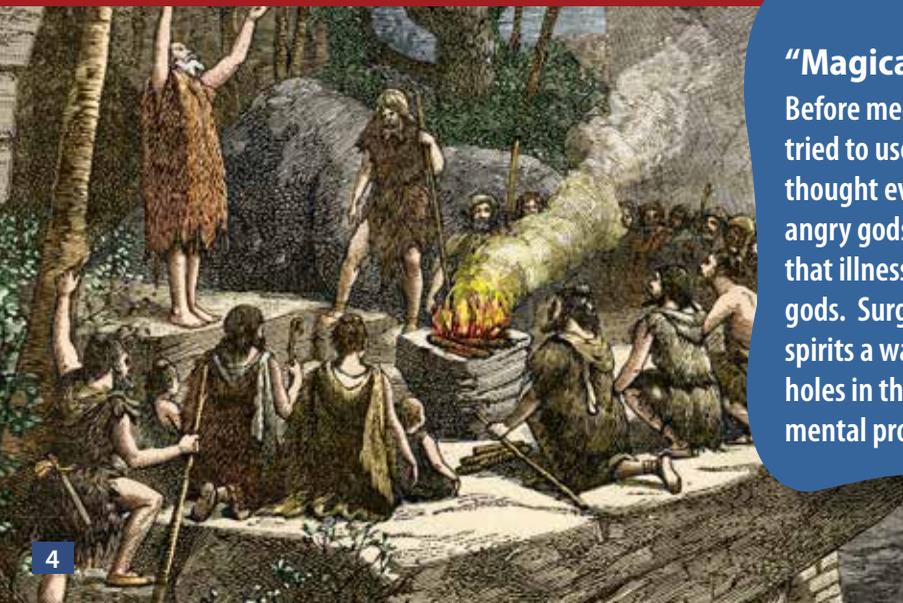
# A Man Ahead of His Time



The field of medicine has seen great men and women. The great ones change the world. They improve lives. They have something in common, too. They use good judgment when making difficult decisions.

Hippocrates (hah-PAHK-ruh-teez) was a Greek doctor. He was also a free thinker. He changed the world of medicine. He had great insights. For this, he is called The Father of Medicine. Until he practiced medicine, there was little science in medicine. Doctors performed rituals they thought would help healing.

Hippocrates' work changed many areas of medicine. He changed the study of the structure of the human body. He changed the study of how the body works. He also changed the study of mental and emotional health.



## "Magical" Medicine

Before medicine was developed, people tried to use magic to heal the sick. They thought everything happened because of angry gods or evil spirits. They believed that illness was a punishment from the gods. Surgery was performed to give evil spirits a way to escape. People drilled holes in the head to heal headaches and mental problems!

## Erasistratus

Erasistratus (er-uh-SIS-truh-tuhs) was born in Ceos, an island in Greece. He lived from about 330 B.C. to 250 B.C. He was a doctor. He is best known for healing the king's son, who had nervous depression. The prince was in love, but there were things in the way of him being with the one he loved. Erasistratus helped the prince unite with his love. He was healed.

Erasistratus also studied human **anatomy**. He was especially devoted to the **dissection** of the human body. He gave special attention to the nervous system. Due to his skill, he led a medical school in Alexandria.



# Hippocrates' Early Years

Hippocrates was born on an island called Kos. Kos is in a corner of the Aegean Sea. Hippocrates was born around 460 B.C. He lived for more than 90 years. His work lives on today.

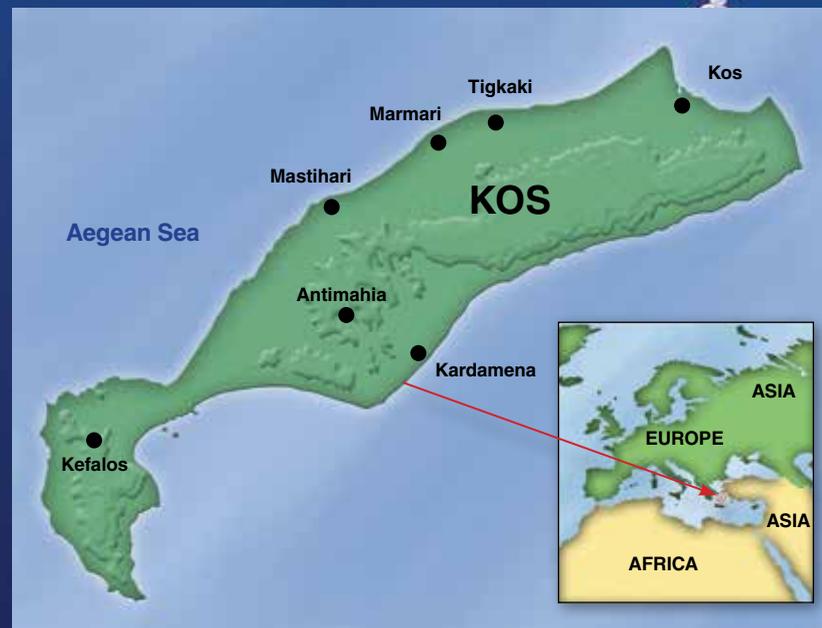
Hippocrates had a pleasant childhood. Like today, children then liked to play. They played many of the same games children play today. Hippocrates had tops, balls, and toy animals as a boy. He also had pet dogs and cats, just as children today might have.

It is believed Hippocrates stayed on the island for his schooling. His studies were divided into two parts. One was physical education and the other was mental discipline. He learned to read, write, and spell. The Greeks believed that this prepared young men for citizenship and leadership.



## Greece

Greece is made up of a peninsula and surrounding islands. The climate is mild and pleasant. Greeks long ago and today can farm and fish easily. Because of these qualities, and because of its prime location, Greece became a center for trade and the center of civilization. It was a good place for Hippocrates to study and learn.



## Horse Master

Hippocrates is a Greek name. It means "horse master."