

SUMMER WORK

for

Incoming

Algebra 1 Students

2023-2024

Name: _____

This summer packet will be worth 1 extra credit reading grade AND 1 extra credit math grade. It is due the first week of school.

Central Tendencies (Mean, Median, Mode, and Range)

Mean is the sum of the values in a set of data divided by the number of values.

Median is the middle value of a set of data written in ascending order. If there are two middle values, the median is the mean of those values.

Mode is the most frequent value in a set of data.

Range is the difference between the greatest and least value in a set of data.

Exercises:

Find the mean, median, mode, and range of each set of data.

1. 108, 93, 426, 766, 518, 210

2. 21.5, 35.5, 49.5, 16.3, 35.5

GCF & LCM

Example:

Find the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of 24 and 32.

GCF

2	24	32
4	12	16
	3	4

Common Factors →

$GCF = 2 \times 4 = 8$

LCM

2	24	32
4	12	16
	3	4

$LCM = 2 \times 4 \times 3 \times 4 = 96$

Exercises:

Find the GCF.

1. 42, 60

2. $24xy^2$, $42xy$

3. $27x^2y^2$, $45x^2$

4. 11, 21

Find the LCM

5. 27, 18

6. $15x$, $18xy$

7. $9x^2y$, $15xy^2$

8. 64, 48

Fractions

(Addition, Subtraction, Multiplication, and Division)

Miscellaneous

Write the fractions in lowest terms.

1. $\frac{8}{24}$

2. $\frac{18}{24}$

3. $\frac{15x^2y}{20xy}$

4. $\frac{36abc^4}{45a^3bc^2}$

Solve for x .

5. $\frac{16}{48} = \frac{x}{12}$

6. $\frac{12}{42} = \frac{4}{x}$

7. $\frac{20}{32} = \frac{x}{16}$

8. $\frac{6}{9} = \frac{12}{x}$

Write as improper fractions.

9. $2\frac{1}{3}$

10. $-4\frac{6}{7}$

Write as mixed numbers.

11. $-\frac{9}{4}$

12. $\frac{38}{3}$

Addition and Subtraction

Find each sum or difference. Write your answer in simplest form.

13. $-\frac{2}{3} + \frac{1}{4}$

14. $3\frac{5}{9} + 2\frac{1}{6}$

15. $\frac{3}{10} - \frac{4}{5}$

16. $6\frac{7}{10} + \left(-1\frac{1}{5}\right)$

17. $5\frac{4}{11} - 2\frac{2}{3}$

18. $2\frac{7}{12} - 9\frac{2}{3}$

Multiplication and Division

Find each product or quotient. Write your answer in simplest form.

19. $-\frac{5}{6} \cdot \frac{6}{15}$

20. $-\frac{3}{4} \div \left(-\frac{9}{16}\right)$

21. $2\frac{2}{5} \cdot \left(-3\frac{3}{4}\right)$

22. $-3\frac{3}{4} \div 4\frac{2}{3}$

23. $\frac{2}{9} \cdot \frac{3}{16} \cdot \frac{3}{6}$

24. $6\frac{3}{4} \div 4$

Order of Operations

When several operations are indicated in a numerical expression, proceed in the following order: work within the parentheses, expand each power, multiply and divide (whichever comes first), and finally, add or subtract (whichever comes first).

PEMDAS (“**P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally”) is an acronym that provides a good way to remember your order of operation.

P: Parentheses

E: Exponents

MD: Multiply or Divide, whichever comes first

AS: Add or Subtract, whichever comes first

Simplify.

1. $2^4 - 3(3^2 - 8)$

2. $(4^2 + 10)4 - 10(5^2 - 20)$

3. $4^2 - 4(5^2 - 32 \div 8 \cdot 4)$

4. $(8 \cdot 5 \div 10 + 2)(2^5 - 8^2 \div 2)$

5. $5^2 - 3[6 + (-2)(20 + (-15))]$

6. $[4^3 + (-10)(30 - 8 \cdot 5)]$

7. $[15 - 3(4^2 - 10) + 25 \div 5 \cdot 15]$

8. $\{10 - 5[20 - 2(3^2 + 1)]\}$

9. $|-32| + 32$

10. $\frac{48 - 24 \div 2^3}{3 + 2 \cdot 6}$

Working with Integers

Adding and Subtracting:

1st: Rewrite all subtraction as addition then...

- If the integers have the same signs, add their absolute values. The sum will have the same sign of the addends.
- If the integers have different signs, subtract their absolute values. The sum has the sign of the addend with the greater absolute value.

Multiplying and Dividing:

- The product or quotient of two integers having the same sign is positive.
- The product or quotient of two integers having different signs is negative.

Find each sum, difference, product, or quotient.

1. $-13 + 19$

2. $37 + (-13)$

3. $-18 + (-29)$

4. $-27 - 93$

5. $-46 - (-32)$

6. $9 - 83$

7. $-45 \div 9$

8. $-84 \div -12$

9. $\frac{132}{-11}$

10. $8(-17)$

11. $-24 \cdot -6$

12. $-62(8)$

13. There is a 6° drop in temperature over the past hour. If it is 55° now, what was the temperature an hour ago?

14. It is -9° now. The temperature will drop 5° in two hours. What will the temperature be in two hours?

Evaluating Expressions and Formulas

To evaluate an expression, first replace the variable by a given value. Then simplify the resulting numerical expression.

Evaluate the expression when $x = -2$ and $y = 5$.

1. $x + y$

2. $x^2 + y^3$

3. $2x - y$

4. $-2(y - 2x)$

5. $\frac{3x-y}{11}$

6. $\frac{x}{3-y}$

Properties of Operations

**Commutative Property
of Addition:**

$$a + b = b + a$$

**Commutative Property
of Multiplication:**

$$a \times b = b \times a$$

**Associative Property
of Addition:**

$$(a + b) + c = a + (b + c)$$

**Associative Property
of Multiplication:**

$$(a \times b) \times c = a \times (b \times c)$$

Identity Property of Addition:

$$a + 0 = a$$

Identity Property of Multiplication:

$$a \times 1 = a$$

Name the property illustrated by each expression.

1. $8 \times 12 = 12 \times 8$

2. $3 \times (2 \times 5) = (3 \times 2) \times 5$

3. $2 + 5 + 12 = 5 + 2 + 12$

4. $xy + 0 = xy$

5. $1x = x$

6. $5 + 7 = 7 + 5$

7. $3 + (4 + 5) = 3 + (5 + 4)$

8. $3xy = 3xy(1)$

9. $(4 + 8) + 5 = 4 + (8 + 5)$

10. $5 \times 6 \times 8 = 8 \times 5 \times 6$

Solving Multi-Step Equations

Procedure: To solve multi-step equations...

1. Fully simplify both sides of the equation
2. Get all variables to one side of the equation.
3. Use inverse operations to isolate the variable
undo addition and subtraction first

Ex.
$$\begin{array}{r} 2x+3=7 \\ \cancel{3} \quad \cancel{-3} \\ \hline 2x=4 \\ \cancel{2} \quad \cancel{2} \\ \hline \boxed{x=2} \end{array}$$

Ex.
$$\begin{array}{r} 2(x+5)=3x-5 \\ 2x+10=3x-5 \\ \cancel{-2x} \quad \quad \cancel{-2x} \\ \hline 10=x-5 \\ +5 \quad \quad +5 \\ \hline \boxed{x=15} \end{array}$$

Exercises

Solve and check each equation.

1. $-2x + 7 = 25$

2. $3 - 8x = -141$

3. $15 - 2(w + 5) = 11$

4. $12 - 4r = 6r + 2$

5. $-4(n + 5) = -32$

6. $12 - 2x + 5 = -1$

7. $3 - 2x = 15$

8. $\frac{z}{2} - 7 = 12$

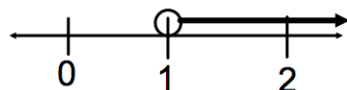
9. $17 + 3x = 4x - 9$

10. $-3(6f - 12) = 36 - 18f$

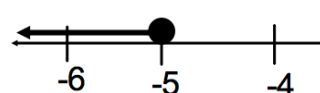
Solving Multi-Step Inequalities

Note: Solve a multi-step inequality just like you would solve a multi-step equation. However, if you multiply or divide both sides of an inequality by a negative number, then the inequality sign reverses.

Ex.

$$\begin{array}{r}
 2x + 5 > 7 \\
 \underline{-5 \quad -5} \\
 2x > 2 \\
 \underline{\quad \quad \quad} \\
 x > 1
 \end{array}$$


Ex.

$$\begin{array}{r}
 10 \leq -2(x - 4) \\
 10 \leq -2x + 8 \\
 \underline{-8 \quad \quad -8} \\
 10 \leq -2x \\
 \underline{-2 \quad -2} \\
 -5 \geq x \text{ or } x \leq -5
 \end{array}$$


Exercises

Find and graph the solution set of each inequality.

1. $3x + 8 > 17$

2. $-6y + 3 > 9 - 7y$

3. $2v + 7 \geq 11$

4. $7 > 3 + \frac{b}{3}$

5. $\frac{c-2}{3} \leq 4$

6. $4b + 4 < 4(5 - 3b)$

7. $2z - 5 < -21 - 2z$

8. $8b - 10 \geq 6(3 - a)$

9. $3x - 5 > 6x + 13$

1. $7(y + 5) - 10 \leq 2y$

Linear Functions

Exercises

Tell whether each ordered pair is a solution of the equation.

1. $3x + y = -11, (-4, 1)$

2. $2x - y = 4, (3, -2)$

Find the intercepts of the equations graph.

3. $3x - 4y = -12$

4. $y = -2x - 8$

Find the slope through the given points.

5. $(4, 7), (-3, 6)$

6. $(-5, 7), (-5, -14)$

Identify the slope and y-intercept of the line with the given equation.

7. $y = 2x - 12$

8. $2x - 3y = -6$

Write an equation of the line that is parallel to the given line and passes through the given point.

9. $y = -2x - 6, (0, -4)$

10. $-2x + 3y = 12, (3, 2)$

Graph the equation using any method.

11. $y = 2x - 3$

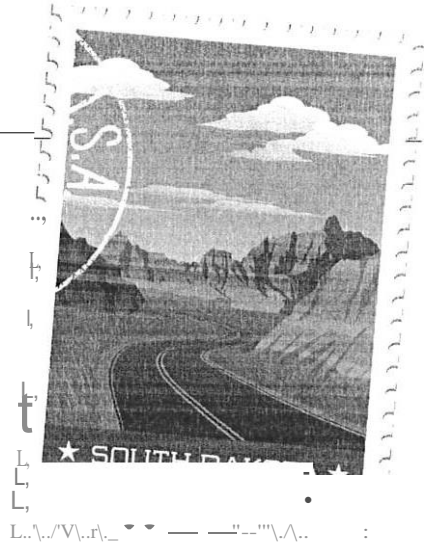
12. $-2x - 3y = 12$

Reading Comprehension

Read the story. Then answer the questions on the following page.

The Adventure Begins

- 1 Serena looked up from her phone when she heard the loud pop. The RV she was sitting in started shaking and rattling, and her dad began to pull the enormous vehicle off onto the shoulder of the road. *Great!* thought Serena. *A Flat tire. Probably the most exciting thing that's going to happen on this whole trip.*
- 2 "No biggie!" Dad assured them from the driver's seat. "I've got the spare in the back. You two stay in here while I get the tire changed. We'll get moving along on our adventure in no time!"
- 3 "Adventure!" Serena scoffed out loud to herself. Some adventure this was! A month-long road trip through South Dakota in a battered old rental RV. When Dad had said they were going to explore one of the fifty states for a whole month, she had **envisioned** rafting down the Colorado River in Arizona's Grand Canyon, or combing the beaches of Florida like her friend Ally was doing right now. She'd been so disappointed when they'd pulled out South Dakota from the fifty pieces of paper in the hat. South Dakota! Its main claim to fame: some old presidents' heads carved into a giant rock. She rolled her eyes and returned to her scrolling.
- 4 "What's so interesting on your phone?" her brother, Tony, asked curiously.
- 5 She held out the phone for him to see. "Ally shared pictures from her vacation. She's on a *real* adventure in Florida. Look at the ocean!" She swiped to another screen. "And these are pictures from Drew's vacation...he's on a safari in Africa! Can you imagine? Look! Elephants!" Swipe. "Hippos!" Swipe. "Even lions!"
- 6 "That's amazing!" Tony agreed. "You'll have to share pics of our trip."
- 7 Serena rolled her eyes. "You mean of Dad changing a Flat tire in the middle of nowhere? Who would want to see that?"
- 8 "But that's the great thing about this whole trip!" Tony said enthusiastically. "We have no idea what's going to happen, no idea what surprises might be around the corner! We're on a true adventure, kinda like people who came through here for the first time hundreds, even *thousands*, of years ago."



- 9 Serena wasn't convinced. Tony continued, "You know, I read that there's a place called the Badlands out here..."
- 10 "We 11, that doesn't sound good!" Serena replied.
- 11 "It's only because of the rough terrain. The Lakota people call it *mako sica*, which means 'bad lands.' I found pictures of it online. Look how amazing!" Tony showed a picture to Serena on his phone. She had to admit, the image was impressive: tall, striped spires and pinnacles of red rocks jutting above vast areas of green prairie. She'd never seen anything like that before.
- 12 "Did you know paleontologists have found fossils of mammoths here? They've also found fossils of huge mammals related to rhinos and camels, and even some that looked like saber-toothed tigers..."
- 13 Serena let her phone fall to her lap as she listened to Tony go on and on. Maybe it wasn't a perfect white sand beach or an African safari, but it did sound pretty fascinating. She looked out the window, wondering when they'd get to see the Badlands. But then she gasped and grabbed Tony's arm, pointing out the window.
- 14 Passing by, just on the other side of the road, was a herd of bison! The two of them watched the magnificent creatures amble slowly through the grasses. She'd never seen anything like them this close before! Serena could see Dad, standing very still by the front tire he'd just changed, watching the stream of animals pass by.
- 15 "Well," Serena said quietly, "I didn't expect that!" She grabbed her phone and snapped a picture through the window.
- 16 "Exactly!" Tony agreed. "And all because we got a Flat tire. Post that!"
- 17 Serena laughed and snapped a picture of Tony, too. Maybe they were going to have a real adventure after all.

Reading Comprehension

Answer the questions about "The Adventure Begins."

1. How did the family in the story come to be in South Dakota?

- A. They won a drawing in a vacation sweepstakes.
- B. They pulled the state's name out of a hat.
- C. They are visiting friends who moved there.
- D. They are lost because the RV's GPS failed.

2. Describe Serena's attitude toward the trip in the first half of the story. Cite specific text evidence to support your answer.

3. How does Serena's perception of her friends' vacations affect her view of her own?

4. What is the meaning of **envisioned** as it is used in paragraph 3?

5. List three things from the first half of the story that Serena would consider "real adventures."

- 1. _____
- 2. _____
- 3. _____

6. Select **three** of the following words that best describe Tony's personality based on his actions in the story.

- | | |
|---------------|----------------|
| A. envious | E. encouraging |
| B. creative | F. impatient |
| C. optimistic | G. responsible |
| D. eager | H. nosy |

7a. What is different about Serena's attitude at the end of the story?

7b. What two things in the story help bring about Serena's change of attitude?

- 1. _____
- 2. _____

8. In paragraphs 11 and 12, the author incorporates nonfiction elements into this fictional story. What effect might this have on the reader?

9. Which **two** statements best capture the themes of the story?

- A. Adventure can be found in unexpected places.
- B. Everything in life eventually passes away.
- C. Seeing through others' eyes can affect your own perspective.
- D. Nothing is as important as the people you love.

10. Summarize the development of one of the themes you selected above.



Instructions: Define each word as per the dictionary (Denotation), Create (your own words) a sentence with each word in any way that it can be used (Connotation).

abhor
 abrasive
 alternative
 ambiguous
 amiss
 anarchy
 anonymous
 anthology
 apathy
 apprehend
 assimilate
 assumption
 audacious
 authority
 avid
 ban
 belligerent
 bisect
 bizarre
 boycott
 capable
 cause
 characterize
 chronological
 commence
 compels
 concise
 conclude
 confiscate
 conjecture
 perish
 consistent
 plagiarize

construct
 contrast
 corroborate
 depict
 derive
 despicable
 despondent
 elapse
 embark
 encompass
 endeavor
 evidence
 evoke
 feasible
 focus
 formula
 generation
 gruesome
 imminent
 impel
 imperative
 integrate
 interrogate
 merge
 modify
 mutiny
 narrate
 novice
 obsolete
 opposition
 consecutive
 persuasive

precise
 prediction
 prevalent
 procedure
 profound
 proprietor
 prudent
 pseudonym
 quote
 rebel
 rebuff
 rebuke
 recur
 resilient
 response
 reverberate
 significant
 similar
 simulate
 simultaneous
 source
 specific
 spontaneous
 surmise
 theory
 tirade
 universal
 validate
 variable
 conscientious
 perspective
 inspire

efr

EXTENDED READING COMPREHENSION:

Excerpt Adapted From Mark Twain's

THE PRINCE and the PAUPER

The novel is set in London, England, during the second quarter of the sixteenth century. The story begins with the birth of two boys on the same day. The first is Tom Canty, who is born into a very poor family that does not welcome his birth. The second is Edward Tudor, Prince of Wales, who is born into the lap of luxury. All of England celebrates the birth of little Edward. As a boy, Tom lives with his family in filth and poverty, in a room on the third floor of a rickety old building in crowded London. Tom's father, a thief, forces Tom to be a beggar. From a kind priest living in the same

building on Offal Court, Tom learns right from wrong; he also learns to read, write, and speak a little Latin. His time spent reading and listening to the priest's stories of royal princes and enchanted castles causes Tom to begin acting and speaking like a prince himself. His wisdom and princely manners earn him the respect and admiration of his peers and even their elders. Tom's greatest desire-what he dreams about as he lies hungry on his bed of straw at night-is to one day lay eyes on a real prince.

CHAPTER 1**Tom's Meeting with the Prince**

- One day, his thoughts busy with the shadowy splendors of his night's dreams, Tom wandered here and there in the city. He went farther than he had ever traveled. By and by he idled down a quiet, lovely road, past a great stately palace, and then toward a far more mighty and majestic palace beyond-Westminster. Tom stared in wonder at the vast pile of masonry, the great bastions and turrets, the huge stone gateway, with its gilded bars and magnificent display of colossal granite lions. Was the desire of his soul to be satisfied at last? Here, indeed, was a king's palace. Might he not hope to see a prince of flesh and blood, if Heaven were willing?
- At each side of the gilded gate stood a living statue-on upright, stately, and motionless man-at-arms, clad from head to heel in shining steel armor. At a respectful distance were many country folk and people from the city waiting for any chance glimpse of royalty. Splendid carriages with splendid people in them and splendid servants outside were arriving and departing by several other noble gateways that pierced the royal enclosure. Poor little Tom, dressed in his customary rags, approached, moving slowly and timidly past the watchmen, with a beating heart and a rising hope. Then all at once, he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a boy, whose clothing was of lovely silks and satins, shining

with jewels; at his hip a little jeweled sword and dagger; dainty leather boots on his feet, with red heels; and on his head a dashing crimson cap, with drooping plumes fastened with a great sparkling gem. Several gorgeously dressed gentlemen-his servants, no doubt-stood near. Oh! He was a real, living prince, without the shadow of a question! The prayer of the pauper-boy's heart was answered at last.

- Tom's breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind to one desire: to get close to the prince and have a good, devouring look at him. Before he knew what he was; about, Tom had his face against the gate-bars. The next

instant, one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said, "Mind thy manners, thou young beggar!"



Continue reading.

The crowd jeered and laughed, but the young prince sprang to the gate with his face flushed and his eyes flashing with indignation. He cried, "How darst thou treat a poor lad like that? How darst thou treat the King my father's lowliest subject so? Open the gates, and let him in!"

4 The soldiers held up their weapons in salute, opened the gates, and presented their swords again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty. Edward Tudor said, "Thou lookest tired and hungry; thou hast been treated ill. Come with me."

5 Edward took Tom to a rich apartment in the palace. By his command a meal was brought such as Tom had never seen before. The prince sent away the servants, so that his humble guest might not be embarrassed by their critical presence; then he sat nearby and asked questions while Tom ate.

6 "What is thy name, lad?"

7 "Tom Canty, sir."

8 "Where dost thou live?"

9 "In the city, sir. Offal Court, off of Pudding Lane."

10 "Tell me of this Offal Court. Hast thou a pleasant life there?"

11 "In truth, yes, sir, except when I am hungry. There are puppet shows, and monkeys-oh such antic creatures, and so splendidly dressed! And there are plays wherein the actors

do shout and fight, and 'tis so fine to see, and it costs only a farthing-albeit 'tis hard to get the farthing, your worship."

12 "Tell me more."

13 "We lads of Offal Court strive in races, sir, to see who of us shall be fleetest."

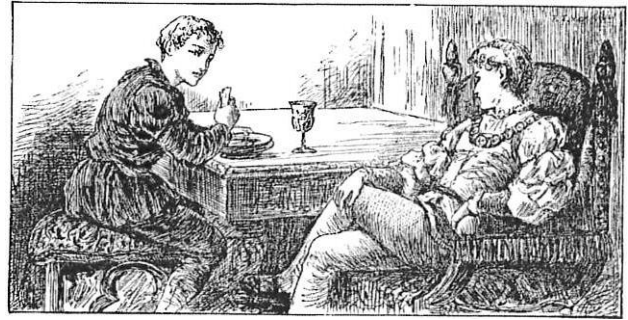
14 "That I would like also. Speak on."

15 "In summer, sir, we wade and swim in the canals and in the river, and each doth duck his neighbor, and splatter him with water, and dive and shout and tumble and-

16 "It would be worth my father's kingdom just to enjoy it once! Please go on."

17 "We dance and sing around the Maypole in Cheapside; we play in the sand, each covering his neighbor up; and sometimes we make mud pastry-oh the lovely mud, it hath not its like for

delightfulness in all the world!-we do fairly wallow in it, sir."



18 "Oh, please, say no more, 'tis glorious! If only I could clothe me in **raiment** like thine, and strip my feet, and revel in the mud once, just once, with none to rebuke me or forbid me, I feel that I could forgo the crown!"

19 "And if only I could clothe me once, sir, as thou art clad-just once-"

20 "Oho, would you like that? Then so shall it be! Take off thy rags, and don these splendors! It is a brief happiness, but it will be not less keen for that. We will have it while we may."

21 A few minutes later the little Prince of Wales was robed in Tom's fluttering odds and ends, and the little Prince of Pauperdom was tricked out in the showy plumage of royalty. The two went and stood side by side before a great mirror, and lo, a miracle: there did not seem to have been any change made! They stared at each other, then at the glass, then at each other again.

22 At last the puzzled princeling said, "Thou hast the same hair, the same eyes, the same voice and manner, the same form and stature, the same expression that I bear. If we were to go forth naked, there is none could say which was you, and which the Prince of Wales. And now that I am clothed as thou wert clothed, it seems that I should be able to better feel as thou didst when that brute soldier-" The prince gasped and pointed to Tom's arm, "Is this a bruise upon your hand?"

23 "Yes; but it is a slight thing-"

24 "Peace! It was a shameful, cruel thing!" cried the prince, stamping his bare foot. "Stir not till I come again! It is a command! He snatched up and put away an article of national importance and was out the door, bullying through the palace grounds in his bannered rags, his face hot and eyes glowing. Upon reaching the great

gate, he seized the bars, shouting, "Unbar the gates!"

Continue reading.

- 25 The soldier that had mistreated Tom obeyed promptly. As the prince burst through the portal with royal wrath, the soldier fetched him and sent him whirling to the roadway. He said, "Take that, thou beggar's spawn, for what thou got'st me from his Highness!" The crowd roared with laughter. The prince picked himself out of the mud and mode fiercely at the sentry, shouting, "I am the Prince of Wales, my person is sacred; thou shalt pay for laying thy hand upon me!"
- 26 The soldier saluted and said mockingly, "All hail your gracious Highness." Then angrily, "Be off, thou crazy rubbish!"
- 27 The jeering crowd closed round the poor little prince and hustled him far down the road, hooting and shouting, "Make way for his Royal Highness! Make way for the Prince of Wales!"



EXTENDED READING COMPREHENSION QUESTIONS:
THE PRINCE and the PAUPER

Answer the following questions about the adapted excerpt from *The Prince and the Pauper*.

- Based on the excerpt, which statement best expresses a theme of the story?
 - It is only through hard work and perseverance that one can achieve great things in life.
 - When you look hard enough, it is possible to see good in all people.
 - It is wrong to judge people by their outward appearances and perceived social status.
 - When someone mistreats you, it is best to turn the other cheek and ignore it.
- Reread the summary at the start of the passage, and then read the historical background information below before answering the question that follows.

King Henry VIII of England was the second monarch of the House of Tudor. Henry longed for a male heir who would inherit the throne from him as he had inherited it from his own father in 1509. After years of trying, Henry finally had a son with his third wife, Jane Seymour, in 1537. That son was Edward Tudor. The little prince's birth caused much rejoicing throughout all of England. In 1547, Prince Edward became King Edward VI at the age of nine.

Describe how Twain uses and/or changes history to establish the setting in this fictional novel.

EXTENDED READING COMPREHENSION QUESTIONS: THE PRINCE and the PAUPER
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Keep going. Answer the following questions about adapted excerpt from *The Prince and the Pauper*.

3. Choose **two** adjectives from the options below that best describe Prince Edward's character as revealed by his behavior in paragraphs 3-5. Explain your choices, citing specific text evidence for each chosen adjective.

- compassionate humble cruel commanding loyal humorous

Adjective 1: _____

Adjective 2: _____

4. Read the excerpt from paragraph 4.

"The little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty."

What effect does the author's word choice have on the reader's understanding of the characters and the story?

5. Review the conversation between Tom and the prince in paragraphs 6-20. What does the dialogue reveal about both characters' points of view? Select all that apply.

- A. Both boys desire to experience the other's life, even if just for a day.
- B. Both boys are very unhappy with the circumstances into which they were born.
- C. Both boys wish that they could permanently switch their identities.
- D. Both boys think that Tom's life is a pleasant one in many ways.
- E. Both boys are angry about the way Tom had been treated by the guard.

6. **Part A:** Write a synonym for the word "raiment" as it is used in paragraph 18: _____

Part B: Describe what context clues helped you understand the meaning of the word "raiment."

EXTENDED READING COMPREHENSION QUESTIONS: THE PRINCE and the PAUPER



Keep going. Answer the following questions about adapted excerpt from *The Prince and the Pauper*.

Read the short passage about historical sumptuary laws before answering questions 7 through 9.

Sumptuary laws are rules that restrict what types of goods—such as food, furniture, and clothing—people can possess, based on their social status. During the reign of the Tudor monarch King Henry VIII, there were laws about the materials and colors that people of specific ranks could wear. For example, only the king and his immediate family could wear purple silk or gold. Only people above a certain status could wear satin, velvet, imported wool, or the colors crimson or blue. Such rules kept people in their place and made their social status easily identifiable.

7. In paragraph 2, how does Tom know—just by looking—that the boy on the other side of the gates is a prince? Cite specific evidence from the story and the above passage about sumptuary laws to support your answer.

8. Review paragraphs 25–27. Based on the information in the text and the historical context provided above, why are the soldier at the gate and the people watching unafraid to mistreat the prince?

9. How does Twain use historical facts about sumptuary laws to develop the theme in the story?

10. Which of the following plotlines are used in the novel? Choose **two**, and then provide evidence to support your choices.

Rags to Riches Overcoming a Monster Mistaken Identity Death and Rebirth

Plotline 1:

Plotline 2:

JABBERWOCKY

by Lewis Carroll

'Twas brillig, and the slithy roves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

5 "Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

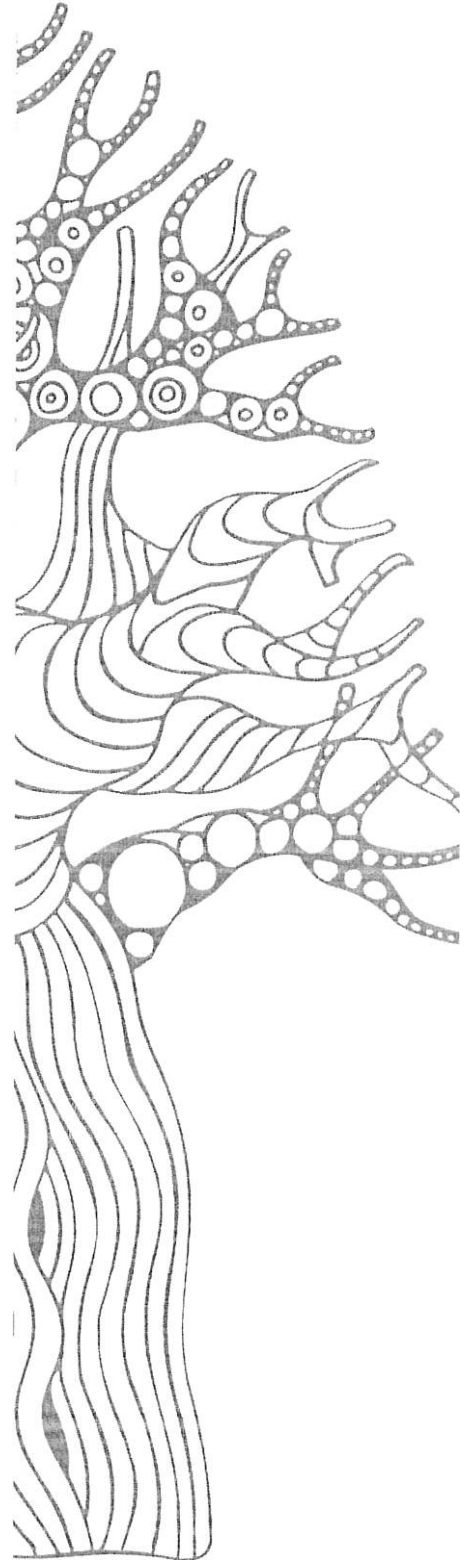
He took his vorpal sword in hand;
10 Long time the manxome foe he sought-
So rested he by the Tum tum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
15 Came whiffing through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
20 He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

25 'Twas brillig, and the slithy roves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



Answer the following questions about "Jabberwocky."

- What is the poem about?
 - a boy having a strange dream
 - a boy playing a childish game
 - a boy slaying a fearsome monster
 - a boy taking a dangerous journey
- What type of poem is "Jabberwocky"?
 - free verse
 - ballad
 - sonnet
 - acrostic
- In order to help readers comprehend the nonsense language in the poem, Lewis Carroll used the timeless theme of a heroic quest. What other stories do you know that feature this theme?

- Read the line from the poem.

"He rook his vorpal sword in hand"

 What might the adjective "vorpal" mean? Write four possible adjectives that could stand in for "vorpal" in this sentence.

- Which of these made-up adjectives means that something is wonderful?
 - frumious (line 8)
 - frabjous (line 23)
 - manxome (line 10)
 - rulgey (line 15)
- Which of the following is an example of onomatopoeia used in the poem?
 - snicker-snack (line 17)
 - Beware (lines 5 and 7)
 - Bandersnatch (line 7)
 - oucgrabe (lines 4 and 27)
- What is the tone of this poem?
 - sympathetic
 - distressed
 - whimsical
 - sentimental
- How does Carroll's use of rhyme affect the tone of the poem?

- How does the alliteration in the second stanza impact the meaning and tone of the stanza?

- Why does Carroll repeat the first stanza at the end of the poem?

- What does the Jabberwock look like? Using details from the poem, draw a picture of the Jabberwock below.

Relating Words With Analogies #1

Analogies show the relationships between two pairs of words.

<p>EXAMPLE: up is to down as hot is to cold <i>Up is the opposite of down. Hot is the opposite of cold.</i> <i>These are both antonym pairs.</i></p>	
<p>EXAMPLE: day is to week as chapter is to book <i>A day is part of a week. A chapter is part of a book.</i> <i>These are both part/whole pairs.</i></p>	

Some common relationships found in analogies are synonyms, antonyms, degree, cause/effect, part/whole, item/category, item/purpose, worker/tool, and worker/product.

Part 1 Choose the word to complete each analogy. Circle your answer.

- | | |
|---|--|
| 1. plentiful is to scarce as reality is to
a. illusion b. life | 6. biography is to book as guitar is to
a. band b. instrument |
| 2. drought is to famine as earthquake is to
a. hurricane b. tsunami | 7. chef is to knife as carpenter is to
a. hammer b. building |
| 3. pack is to wolves as swarm is to
a. bees b. honey | 8. clumsy is to adept as taunt is to
a. praise b. tease |
| 4. comfort is to solace as secret is to
a. public b. covert | 9. lion is to mammal as iguana is to
a. reptile b. Komada dragon |
| 5. geologist is to rocks as botanist is to
a. insects b. plants | 10. poet is to poem as artist is to
a. paintbrush b. painting |

Part 2 Write a word to complete each analogy. There may be multiple possible answers.

- hot is to boiling as cool is to _____
- _____ is to foot as nose is to _____
- seamstress is to dress as cobbler is to _____
- astronomer is to telescope as biologist is to _____
- waffle is to breakfast as icecream is to _____
- confused is to baffled as timid is to _____



Bonus! Create your own analogy.

_____ is to _____ as _____ is to _____

EXTENDED READING COMPREHENSION:

: PRINCEHYACINTH AE
DEAR LITTLE PRINCESS

Read the following adaptation of "Prince Hyacinth and the Dear Little Princess," a French fairy tale from *The Blue Fairy Book*, edited by Andrew Lang. Then answer the questions on pages 4 and 5.

O **N**(**E**) upon a time, a King loved a Princess. But the Princess could not marry him, for she was under a spell. The King's friend the Fairy told him how to break the spell and win the Princess's love: he must touch the tail of the cat who was the Princess's constant companion. *An easy enough task*, thought the King. But the cat was tricky. He evaded the King, until one day, the King found the cat fast asleep and managed to touch his tail. With a terrific



yell, the cat instantly changed into an enchanter, who put a curse on the King's unborn son as revenge. The curse stated that the King's son would never be happy until he learned that his nose was too long. Despite his fear, the King had to laugh. *How would his son not know if his nose were so long?* And so, the Princess and the King married. Shortly after, they prepared to have their first child, but alas, the King did not live to see the new Queen give birth to their son, Hyacinth. Hyacinth was a beautiful boy-except for his enormous nose! The horrified Queen was assured by her ladies that her son's nose was as handsome as any nose could be! The Queen made sure that Hyacinth never knew that his nose was anything but perfect, and she taught him that short noses were undesirable. The Prince believed that all great heroes had long noses. As such, Prince Hyacinth grew up convinced a long nose was a great beauty. He wouldn't have had his own nose a single inch shorter.



- 1 When the Prince's twentieth birthday passed, the Queen thought it was time for him to marry. She showed him **portraits** of several princesses. Prince Hyacinth was very much struck by the portrait of one, the Dear Little Princess. The Princess had, however, quite a little nose, which the Prince found strangely charming. This was a dilemma for the courtiers, who had gotten into such a habit of laughing at little noses. They found themselves automatically laughing at hers. The Prince failed to see the joke and had two of them **banished** for their disrespect.
- 2 The Prince sent **ambassadors** to ask the Dear Little Princess for her hand in marriage. She agreed, and Prince Hyacinth traveled to meet her. As he was just advancing to kiss her hand, however, the Enchanter appeared as suddenly as a flash of lightning. He snatched up the Dear Little Princess and whirled her away out of sight!

EXTENDED READING COMPREHENSION:

PRINCE HYACINTH AND THE DEAR LITTLE PRINCESS

Continue reading.

3 The heartbroken Prince vowed to find the Dear Little Princess, so he mounted his horse and rode away. As night fell, horse and rider grew terribly hungry after the day of riding. The Prince caught sight of a light, which seemed to shine from a cavern, and he rode up to it. There, he saw a little old woman, who appeared to be at least a hundred years old.

4 The woman put on her spectacles to look at Prince Hyacinth, but it was quite a long time before she could fix them securely. You see, her nose was so very short. When the Fairy (for that was who she was) looked at the Prince, she went into a fit of laughter and cried, "Oh, what a funny nose!"

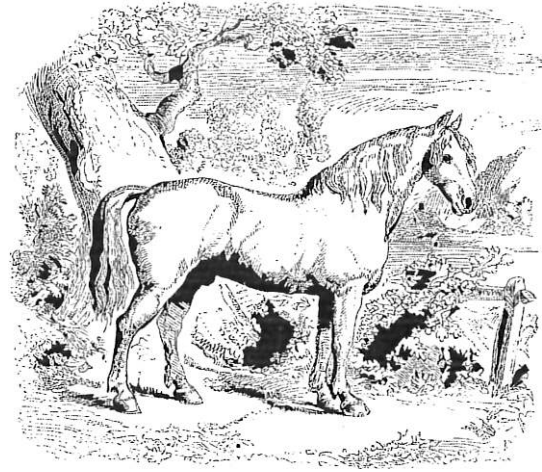
5 "Not so funny as yours," retorted the Prince. "Madam, I beg you to leave our noses aside and be good enough to give my horse and me something to eat."

6 "Of course," said the Fairy. "Though your nose is so ridiculous, you are, nevertheless, the son of my friend. I loved your father as my brother. Now *he* had a very handsome nose!"

7 "And pray what does mine lack?" said the Prince.

8 "Oh! It doesn't *lack* anything," replied the Fairy. "On the contrary, there is too much of it. But never mind, one may still be a very worthy man even if his nose is too long. As I was saying, I was your father's friend. He often visited me in the old times. and you must know that I was very pretty in those days. At least, he used to say so. Let me tell you of a conversation we had the last time I ever saw him ... "

9 "Indeed," said the Prince, "*after* I have supped, it will give me the greatest pleasure to hear it."



10 "You are right, poor boy," said the Fairy. "Come in, and I'll give you some supper. While you're eating I can tell you my story in a few words, for I don't like endless tales myself. Too long a tongue is worse than too long a nose! I remember when I was young that I was admired for not being a great chatterer. They used to say that to the Queen, my mother. For though you see what I am now, I was the daughter of a great king. My father-

11 "Your father, I dare say, surely got something to eat when he was hungry!" interrupted the Prince.

12 "Oh! Certainly," answered the Fairy, "and you shall, too. I only just wanted to tell you-

13 "But I really cannot listen to anything until I've had something to eat," cried the Prince, getting upset. But then, remembering that he needed the Fairy's help, he added, "I know that in the pleasure of listening to you I should forget my own hunger. But my horse, who cannot hear you, must really be fed!"

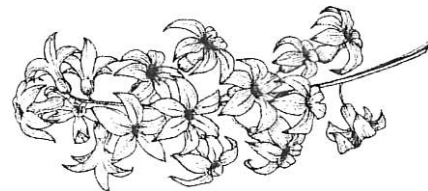
14 The Fairy was flattered by this compliment. "You shall not wait another minute!" she said. "You're so polite, and in spite of your enormous nose, very agreeable."

EXTENDED READING COMPREHENSION:

PRINCE HYACINTH AND THE DEAR LITTLE PRINCESS

Continue reading.

- 15 *How she does go on about my nose' thought the Prince. If I weren't so hungry, I would soon be done with this chatterpie who thinks she talks so little. How silly people are when they don't see their own faults! That comes from being a princess, spoiled by flatterers who have convinced her that she is quite a **moderate** talker!*
- 16 Meanwhile, the servants put supper on the table as the Fairy asked them a thousand questions, just for the pleasure of hearing herself speak. One maid, no matter what the Fairy said, always praised her mistress's great wisdom.
- 17 As the Prince ate, he thought, *This just shows how sensible I've been to never listen to flatterers, who praise us to hide our faults or change them into **virtues**. I would never be taken in this way. I know my own **defects**!*
- 18 Poor Prince Hyacinth! He really believed what he told himself.
- 19 Then, the Fairy said, "My dear Prince, might I beg you to move a little that way, for your nose casts such a shadow that I cannot see what's on my plate. Ah, thanks! Now, let's talk about your father Dear me, I simply cannot get used to what a long nose you have!"
- 20 "Madam," said the Prince, "I wish you'd stop mentioning my nose. I am quite satisfied with it."
- 21 "Now you're angry with me," said the Fairy. "I didn't mean to vex you. On the contrary, I wished to do you a service. Even though your nose is a shock to me, I'll try not to speak of it again. I'll even try to think that you have an ordinary nose."
- 22 The Prince, no longer hungry, gladly mounted his horse and rode away to resume his search for the Princess. But wherever he went, he thought all the people were mad, for they all talked of his enormous nose. Even so, he could not admit that perhaps his nose was too long.
- 23 As for the Fairy, she wished to make Hyacinth happy, and she at last **devised** a plan. She shut the Dear Little Princess up in a crystal palace, placing it where the Prince would surely find it. The Prince was overjoyed to see the Princess and set to work trying to break her prison. But in spite of all his efforts, he failed. The Dear Little Princess stretched her hand out a window of the palace so that the Prince might kiss it. But turn which way he might, he could not raise her hand to his lips, for his long nose always prevented it. For the first time, the Prince realized how long it really was, and exclaimed, "Well, I must admit that my nose is too long!"
- 24 Instantly, the crystal prison flew into a thousand splinters, freeing the Dear Little Princess. The Fairy appeared and said to the Prince, "See how vanity keeps us from knowing our own defects of mind and body. Our reason tries to show them to us, but we see them only when we find them in the way of our interests."
- 25 Prince Hyacinth, whose nose was now just like anyone else's, was rewarded by the important lesson he learned. He married the Dear Little Princess, and they lived happily ever after.



EXTENDED READING COMPREHENSION:

PRINCE HYACINTH AND THE DEAR LITTLE PRINCESS

Answer the following questions about "Prince Hyacinth and the Dear Little Princess."

1. **Part A.** What is the Queen's initial reaction when she sees her son's nose, and how does she decide to proceed with raising her child?

Part B. Describe how the Queen's decisions about how to deal with the Prince's large nose impact Prince Hyacinth's life. Support your answer with text details.

2. Write the correct letter to match the words from the passage with their meanings on the right.

- | | |
|----------------|---------------------------|
| ___ defect | A. flaw |
| ___ moderate | B. desirable trait |
| ___ devised | C. representative |
| ___ virtue | D. picture |
| ___ portrait | E. not extreme |
| ___ banished | F. came up with |
| ___ ambassador | G. sent away |

3. Read the following sentence from the text.

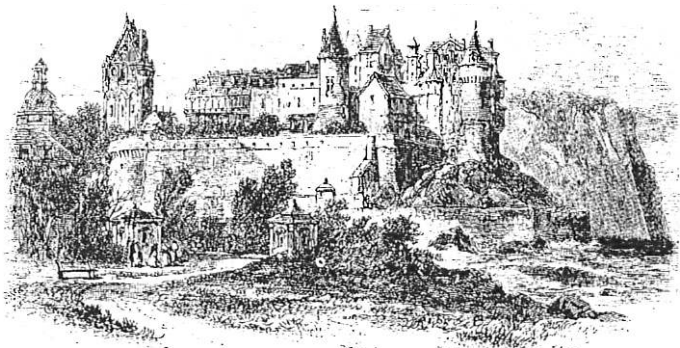
As he was just advancing to kiss her hand, however, the Enchanter appeared as suddenly as a flash of lightning.

What does the simile in the sentence show about the arrival of the Enchanter?

- A.** He floated in on a dark, stormy cloud.
- B.** His arrival was very jarring.
- C.** His arrival was silent and stealthy.
- D.** He waited and watched from the shadows.

4. In paragraphs 15-18, Prince Hyacinth and the narrator have different points of view. What effect does this difference create for readers?

- A.** suspense
- B.** humor
- C.** relief
- D.** confusion



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EXTENDED READING COMPREHENSION:

PRINCE HYACINTH AND THE DEAR LITTLE PRINCESS

Keep going! Answer the following questions about "Prince Hyacinth and the Dear Little Princess."

5. Write words and phrases from the box into the diagram to show the similarities and differences between the Prince and the Fairy.

royalty big nose persuaded by flattery talks too much magical unaware of own flaws

PRINCE HYACINTH	BOTH	FAIRY

6. **Part A.** Which of the following famous quotes reflects a theme of the story? Choose two.

- A. "O. happy the soul that saw its own faults." - Rumi
- B. "The future belongs to those who believe in the beauty of their dreams." - Eleanor Roosevelt
- C. "Our greatest glory is not in never falling, but in rising every time we fall." - Confucius
- D. "A diamond with a flaw is worth more than a pebble without imperfections." - Chinese proverb
- E. "It is easy to see the faults of others, but difficult to see one's own." - Buddha

Part B. Provide evidence from the text to support each of your above choices.

Choice 1: ___ : _____

Choice 2: _____

In "Prince Hyacinth and the Dear Little Princess," the kingdom focuses on a physical feature—the size of Prince Hyacinth's nose—and creates a skewed version of reality for the Prince. Characters tailor their words and behaviors so that Prince Hyacinth can be confident and comfortable in his own skin. As a result, he is judgmental of others while he remains blissfully ignorant about the way society judges him. What are the implications of using physical traits to judge a person's worth? Jot some notes, and then discuss!

Student Name:

Student Choice Activities - Reading

Choose from any of the following novels and assignments to earn 100 points total. You may combine anything that you find interesting as long as the sum of the assignments equals 100 points. This will count for 2 grades.

Title each page with your name, date, assignment title, book title and point value. Keep the activities in a folder. Place a check mark next to the activities you chose on the activities sheet. Turn in the entire folder by August 25, 2023. (You have the whole summer. Begin working on this and avoid last minute.

Book Choices:

The Stars Beneath Our Feet by David Barclay Moore

Throwback by Maurene Goo

90 Miles to Havana by Enrique Flores-Galbis

The Troubled Girls of Dragomir Academy by Anne Ursu

The Outsiders by S.E. Hinton

The Boy Who Harnessed the Wind by William Kamkwamba
& Bryan Mealer

20 points each - Write at least one whole page for each item below.

1. Choose a character from the book and explain how a problem they faced is similar to one you have faced in your life. Be specific and give details.

30 points each - Write at least one whole page for each item below.

2. Write a review of the book. Explain why you would recommend the book to a friend or a relative. Include characters, events, and the plot in your review.

40 points each - Write at least two pages for each item below.

3. Create a travel brochure - destination being the setting of your book. Include ideas that would influence a traveler such as enticing the sense (what they might smell, hear, see, experience, and touch) at the location. Use descriptive adjectives to make it sound inviting. Include the name & location of your travel company.

60 points

4. Create a board game that centers on the plot and characters of your book. Include game cards and rules of play along with graphics and at least three different colors.

Total Score _____