Name_____ Period _____

Math 8 Summer Work Packet

Your Math Assignments

The *Summer Review Packet for Students Entering Grade 8 Math* has been developed to review concepts that you learned in Grade 7 Math in order to be prepared for Grade 8 Math. Being proficient in these math skills is essential for your success in Math 8.

Your summer assignment is to complete the attached packet to the best of your ability, but you should not try to complete the packet over the course of a couple or a few days. Instead, work through the packet tin small weekly sessions to develop time-management skills, ensure retention of the material, and put forth the necessary effort that cannot be rushed,

- Please do not use a calculator for computations, unless given permission in the instructions
- Definitions have been provided for you throughout the packet and need to be learned.
- If you need help, try these resources:
  - www.kahnacademy.org. Use the search field in Khan Academy base don the directions given for the problem. For example, if you are instructed to *use the order of operations to evaluate expressions*, you might search *order of operations* in Khan Academy.
  - www.mathtv.com
  - Your Grade 7 Math notes
  - A google search of the topic
- Do all work in pencil
- Show all required steps to solve each problem to earn maximum credit
- This packet will be graded as a QUIZ
- **Transfer all final answers to the last page of the packet, titled *Answer Sheet***
- **The exercises in this review packet are to be completed and turned in on the FIRST DAY OF SCHOOL to your Math 8 teacher. A 5-point penalty will be applied for every day late that this packet is turned in, up to 3 days. Packets not turned in within the first 3 days of school will not be accepted and will result in a zero for the quiz grade. If you are not going to be in school within the first three days of the new school year, please have a parent drop off your completed packet at the school office to avoid late penalties or a zero.**

Paperwork to Turn In

(1) ***Academic Policies pages***
Review the attached Academic Policies pages with your parents.

(2) ***Student Information* Sheet**
Complete the top section of the last page of this packet, the *Student Information Sheet,* and ask your parent or guardian to complete the bottom section. The back side is for teacher use only.

Required Daily Materials*

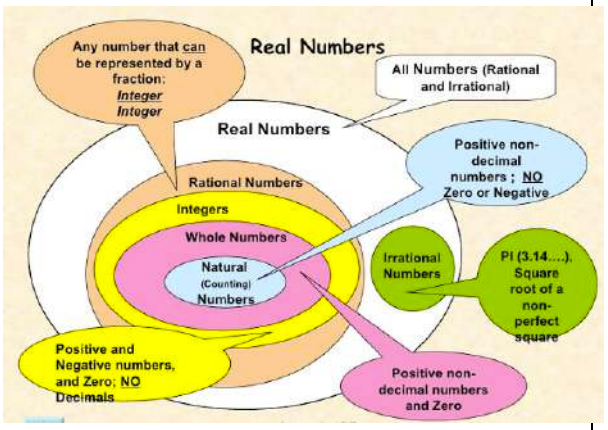
The following is a list of materials that you are expected to bring to class every day, ***starting on the first day of school***. There may be a graded "materials check" on the first day of school as well as unannounced graded checks throughout the year.

- ☐ **Scientific Calculator (Although any scientific calculator is acceptable, the *recommended* scientific calculator for 8th grade and for the high school is TI 30XIIS. With a permanent marker, *write your full name (not initials) somewhere on your calculator and on the inside of your case!!!!***
- ☐ **2+ Sharpened Pencils**
- ☐ **Block Eraser**
- ☐ **3-Ring Binder**
- ☐ **Ruler with Both Standard and Metric Measures**. (Note: plastic rulers snap/break very easily—wooden or flexible rulers are more durable).
- ☐ **Highlighters**

*If it would cause a financial hardship to obtain any of these supplies, please have your parent/guardian confidentially email Ms. Czyzniak, and she will ensure you have what you need.

Terms Associated with the Real Number System

Real Numbers	The set of rational numbers and the set of irrational numbers together.
Rational Numbers	The set of numbers expressed in the form of a fraction $\frac{a}{b}$, where *a* and *b* are integers and $b \neq 0$.
Integers	The set { . . . , -2, -1, 0, 1, 2, . . . }
Whole Numbers	The set { . . . , 0, 1, 2, 3, . . . }
Natural Numbers	The set { . . . , 1, 2, 3, . . . }
Irrational Numbers	Numbers that cannot be expressed as terminating or repeating decimals.



Name every set of numbers to which each number belongs (*natural/counting, whole, integers, rational, irrational, and/or real*). An example has been provided. (Simplify first!)

EXAMPLE: -5 *Integers* *Rational* *Real*	1. $\frac{9}{10}$	2. $\sqrt{121}$	3. $\sqrt{18}$

Make each of the following statements true by replacing ☐ with <, >, or =. (Convert each fraction to a decimal, then compare.)

4. $\frac{4}{5} \square \frac{5}{8}$

5. $\frac{2}{3} \square \frac{3}{4}$

Add or subtract. Write your answer in simplest form. Show work.

6. $\frac{5}{11}+\frac{3}{11}$	7. $\frac{11}{18}-\frac{7}{18}$	8. $\frac{4}{5}+\frac{7}{10}$	9. $\frac{5}{6}-\frac{5}{18}$

Find the product. Write your answer in simplest form.

10. $\frac{4}{7}\cdot\frac{4}{5}$	11. $\frac{1}{4}\cdot 3\frac{5}{6}$	12. $\left(\frac{7}{10}\right)\left(-\frac{2}{3}\right)$

Reciprocal	**The result of interchanging the numerator and denominator of a fraction. (It is also known as the *multiplicative inverse* of a number. The product of any number and its multiplicative inverse (reciprocal) is 1.)**

Name the reciprocal of each number. An example has been provided.

Example $5\frac{2}{3}=\frac{17}{3}$ *reciprocal is* $\frac{3}{17}$	13. $\frac{4}{9}$	14. $2\frac{7}{8}$

Find each quotient by replacing the division symbol with a multiplication symbol and writing the divisor's reciprocal. Write your answer in simplest form. An example has been provided.

Example $\frac{3}{8}\div\frac{2}{5}=\frac{3}{8}\bullet\frac{5}{2}=\frac{15}{16}$	15. $\frac{3}{5}\div\frac{1}{4}$	16. $\frac{7}{8}\div 2\frac{1}{3}$	17. $-\frac{2}{3}\div\frac{4}{5}$

Percent	**A ratio that compares a number to 100.**
Percent Proportion	$\frac{part}{whole}=\frac{percent}{100}$ *or* $\frac{is}{of}=\frac{\%}{100}$ *or* $\frac{a}{b}=\frac{P}{100}$

Answer each of the following questions. Two examples are provided. You may use a calculator for Exercises 18 – 21.

Example 1 *What is 30% of 48?* $\frac{x}{48}=\frac{30}{100}$ $100(x)=48(30)$ $\frac{100x}{100}=\frac{1440}{100}$ $x=14.4$	18. What is 24% of 25?	19. 25 is what percent of 125?
Example 2 18 is what percent of 500? $\frac{18}{500}=\frac{\%}{100}$ $500(x)=18(100)$ $\frac{500x}{500}=\frac{1800}{500}$ $x=3.6\%$	20. 50% of what number is 80?	21. In a bag of party favors, 39 out of 60 are whistles. What percent of the party favors are whistles?

Terms Associated with Integer Operations

Absolute Value	**The distance a number is from zero on the number line.**
Opposites	**Two numbers with the same absolute value but different signs.** (For example, 3 and -3 are opposites)
Additive Inverse	**Two integers, *x*, and *−x*, are called additive inverses. The sum of any number and its additive inverse is zero.**
Inverse and Inverse Operation	**Inverse means the opposite of an effect. An inverse operation is an operation that reverses the effect of another operation.**

Complete the following statement.

22. Addition and subtraction are inverse operations. Multiplication and _____ are inverse operations.

Simplify.

23. $-2+3$	24. $9+(-22)$	25. $11-15$	26. $(-6)+19$	27. $(-12)+(-13)$
28. $3-(-8)$	29. $-8-(-2)$	30. $-27-24$	31. $37-(-18)$	32. $14+(-9)$
33. $5+(-8)$	34. $(-3)-(-2)$	35. $(-6)-24$	36. $(-7)-(-2)-9$	37. $(-41)+(-40)$

Simplify. (Remember, a fraction bar really means division!)

38. $-9(4)$	39. $-72\div(-8)$	40. $-11(-11)$	41. $36\div(-6)$
42. $\frac{-24}{12}$	43. $4(-6)$	44. $11\bullet(-3)$	45. $\frac{-66}{-6}$
46. $-7\bullet-3$	47. $\frac{-32}{-8}$	48. $-5\bullet-9$	49. $(-3)(3)(-3)$

Terms Associated with Squares

Perfect Square	**A number made by squaring a whole number. It has a whole number square root.**	square of n = n^2 square of 5 = 5 x 5 = 5^2 = 25

50. See Answer Sheet

What happens when we square a negative number? It becomes positive! Two examples have been provided. Complete the rest.

Example 1 $(-5)^2 = (-5) \bullet (-5) = 25$ (When you multiply two negatives together, you get a positive!) Example 2 $-(-5)^2 = -[(-5) \bullet (-5)] = -25$ (The negative in front of the value you are squaring instructs you to "*take the opposite of*" your result.)	51. $(-8)^2$	52. $(-10)^2$	53. $-(-1)^2$

Square Root	**One of two equal factors of a number.**

Identify the square root of the following numbers. An example has been provided.

Example $\sqrt{289} = \pm 17$ because $(17)^2 = 289$ and $(-17)^2 = 289$	54. $\sqrt{81}$	55. $\sqrt{16}$	56. $\sqrt{225}$

57. Review the definition of ***inverse operation***, then determine if the statement below is *true* or *false.*

Finding the square root of a number is the inverse operation of squaring that number.

Simplify each square root. An example has been provided.

EXAMPLE $\sqrt{\frac{81}{49}} = \frac{\sqrt{81}}{\sqrt{49}} = \frac{9}{7}$	58. $\sqrt{\frac{64}{16}}$	59. $-\sqrt{\frac{25}{144}}$

Estimate each square root to the nearest whole number. An example has been provided.

EXAMPLE $\sqrt{50}$ $\sqrt{50}$ falls between what two perfect squares? $\sqrt{49} < \sqrt{50} < \sqrt{64}$ $7 < \sqrt{50} < 8$ closer to (7) than 8	60. $\sqrt{34}$	61. $\sqrt{97}$	62. $\sqrt{230}$

Terms Associated with Algebraic Expressions

Algebraic Expression	**An expression consisting of one or more numbers and variables along with one or more arithmetic operations.**
Variable	**Symbols used to represent unspecified numbers or values.**
Term	**A number, a variable, or a product or quotient of numbers and variables.**
Power	**An expression of the form x^n, read "*x to the n^th power.*"**
Exponent	**In an expression of the term x^n, the exponent is *x*. It indicates the number of times *x* is used as a factor.**
Base	**In an expression of the term x^n, the base is *x*.**

Write a verbal expression for each algebraic expression. An example has been provided.

Example $5z^2+16$ • *5 times z to the second power plus sixteen OR* • *16 more than 5 times z squared* OR a combination of the two	63. $8x^2$	64. y^5-16y

Write an algebraic expression for each verbal expression. An example has been provided.

Example *10 less than the product of 7 and f* $7f-10$ *Note: 10 is "less than something" so that "something" should be written **before** the minus 10.*	65. 5 less than a number, *c*	66. 9 plus the product of 2 and *d*

67. Consuelo and James are writing an algebraic expression for *three times the sum of n squared and 3*. Who is correct, if either one is correct?

Consuelo: $3(n^2+3)$ James: $3n^2+3$

68. Mr. Nehru bought two adult tickets and three student tickets for the planetarium show. Write an algebraic expression that represents the total cost of the tickets. (Let *a* represent the number of adult tickets and let *s* represent the number of student tickets.)

Terms Associated with Order of Operations

Order of Operations	1. Evaluate expressions inside grouping symbols. 2. Evaluate all powers. 3. Do all multiplications or divisions from left to right. 4. Do all additions or subtractions from left to right.
Evaluate	To find the value of an expression.

Evaluate each expression using order of operations. An example is provided.

Example:

$4 \div 2 + 5(10 - 6)$

$4 \div 2 + 5(4)$ *evaluate inside parentheses*

$2 + 5(4)$ *divide* 4 *by* 2

$2 + 20$ *multiply* 5 *by* 4

22 *add* 20 *to* 2

69. $48 \div 2^3 \cdot 3 + 5$

70. $4\left[12 \div (6-2)\right]^2$

71. $\dfrac{2^5 - 6 \cdot 2}{3^3 - 5 \cdot 3 - 2}$

Evaluate each algebraic expression if $x = 4$, $y = 3$, and $z = 2$. An example has been provided.

Example

$3x^2 + 2y + z^3$

$3(4)^2 + 2(3) + 2^3$

$3(4)^2 + 2(3) + 8$

$3(16) + 2(3) + 8$

$48 + 2(3) + 8$

$48 + 6 + 8$

$54 + 8 = 62$

72. $2\left(x^2 - y\right) + z^2$

73. $3x - \left(y + z\right)^2 + x \cdot y$

74. Tara and Curtis are simplifying $\left[4(10) - 3^2\right] + 6(4)$. Is either of them correct?

Tara	Curtis
$\left[4(10) - 3^2\right] + 6(4)$	$\left[4(10) - 3^2\right] + 6(4)$
$= \left[4(10) - 9\right] + 6(4)$	$= \left[4(10) - 9\right] + 6(4)$
$= 4(1) + 6(4)$	$= (40 - 9) + 6(4)$
$= 4 + 6(4)$	$= 31 + 6(4)$
$= 4 + 24$	$= 31 + 24$
$= 28$	$= 55$

Properties of Numbers

Additive Identity	For any number, $a,\ a+0=0+a=a$.	9 + 0 = 0 + 9 = 9
Multiplicative Identity	For any number, $a,\ a\bullet 1=1\bullet a=a$.	$5\bullet 1=1\bullet 5=5$
Multiplicative Property of Zero	For any number, the product of *a* and 0 is 0.	3(0) = 0
Multiplicative Inverses	Two numbers with a product of 1.	$\frac{2}{3}\bullet\frac{3}{2}=1$
Commutative Property	For any numbers *a* and *b*, $a+b=b+a$, and $a\bullet b=b\bullet a$.	$5+7=7+5$ $4\bullet 8=8\bullet 4$
Associative Property	For any numbers *a*, *b*, and *c*, (*a* + *b*) + *c* = *a* + (*b* + *c*) and (*ab*)*c* = *a*(*bc*).	(6 + 1) + 2 = 6 + (1 + 2) (2 • 3) • 8 = 2 • (3 • 8)
Distributive Property	The distributive property involves the operations of multiplication and addition or multiplication and subtraction. When we use the distributive property, we are multiplying each term inside the parentheses with the term outside of the parentheses. $3(x-7)=3x-21$	

Rewrite each expression using the Distributive Property. Watch your signs!

75. $12(y+3)$	76. $4(y^2+8y+2)$	77. $(4-3m)8$
78. $4(6v^2+v-3)$	79. $2(4-x)$	80. $7(a^2+b)$

Terms Associated with Expressions

Like Terms	**Terms that contain the same variables, with corresponding variables having the same exponent.**
Simplest Form	**An expression is in simplest form when it is replaced by an equivalent expression having no like terms or parentheses.**
Coefficient	**The numerical factor of a term.**

Simplify. An example has been provided.

Example $2(3x-y)+5(x+2y)$ $6x-2y+5x+10y$ $6x+5x-2y+10y$ $11x+8y$ (When you move the position of a term, the sign ***before*** the term moves with it!)	81. $17a+21a$	82. $-7x+4y+2x$
83. $6d-7+4(3d+5)$	84. $12b^2-8b^2+6b$	85. $6d+4\left(5+3d\right)$

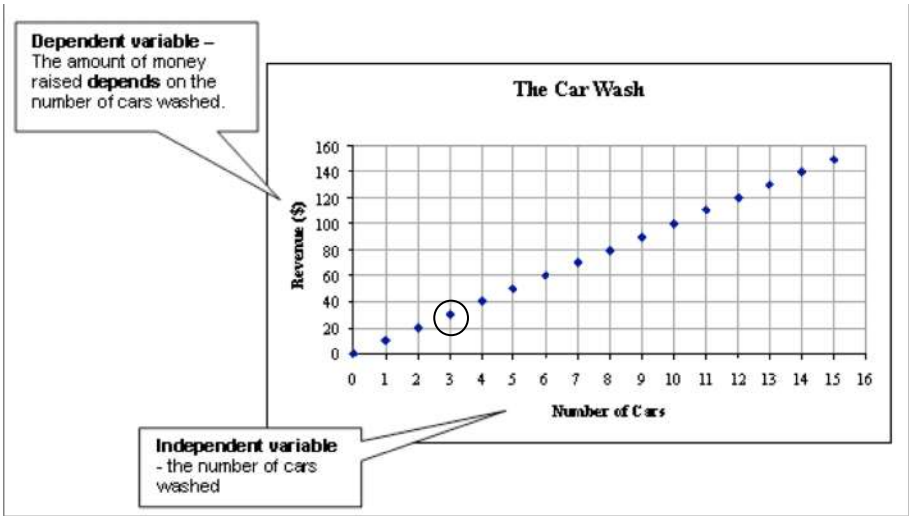
Equation	**A mathematical sentence that contains an equal sign, =.**

Solve the following equations. Two examples are provided.

Example 1 $6+4m=18$ $-6 \quad -6$ $\frac{4m}{4}=\frac{12}{4}$ $m=3$	86. $4=2t-10$	87. $-5+2p=-11$
Example 2 $\frac{g}{3}-4=12$ $+4 \quad +4$ $\frac{g}{3}=16$ $3\left(\frac{g}{3}\right)=(16)3$ $g=48$	88. $2q+5=-35$	89. $\frac{x}{2}+1=17$

Terms Associated With Graphing

Coordinate System	**The grid formed by the intersection of two number lines, the horizontal axis and the vertical axis.**
Ordered Pair	**A set of numbers or coordinates used to locate any point on a coordinate plane, written in the form (*x*, *y*).**
***x*-Coordinate**	**The first number in an ordered pair.**
***y*-Coordinate**	**The second number in an ordered pair.**
Independent Variable	**The variable in a function with a value that is subject to choice.**
Dependent Variable	**The variable in a relation with a value that depends on the value of the independent variable.**

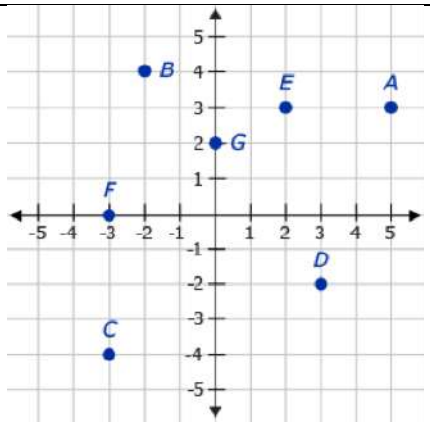


Use the graph above to complete Exercises 90 - 92 .

90. What is the revenue if 8 cars are washed?	91. How many cars have to be washed to earn $120?	92. Name the ordered pair that represents the circled point.

Identify the ordered pairs.

93. *A* _____
94. *B* _____
95. *C* _____
96. *D* _____
97. *E* _____
98. *F* _____
99. *G* _____



100 – 105. See Answer Sheet

Name _____ Period _____

Answer Sheet—Please record all of your final answers on this sheet.

1.	2.	3.

4. ☐	5. ☐

6.	7.	8.	9.

10.	11.	12.

13.	14.

15.	16.	17.

18.	19.
20.	21.
22.	

23.	24.	25.	26.	27.
28.	29.	30.	31.	32.
33.	34.	35.	36.	37.

38.	39.	40.	41.
42.	43.	44.	45.
46.	47.	48.	49.

50. List all perfect squares that are 400 or less. The first two answers have been provided.

$1^2 = 1 \bullet 1 = 1$	$6^2 =$	$11^2 =$	$16^2 =$
$2^2 = 2 \bullet 2 = 4$	$7^2 =$	$12^2 =$	$17^2 =$
$3^2 =$	$8^2 =$	$13^2 =$	$18^2 =$
$4^2 =$	$9^2 =$	$14^2 =$	$19^2 =$
$5^2 =$	$10^2 =$	$15^2 =$	$20^2 =$

51.	52.	53.
54.	55.	56

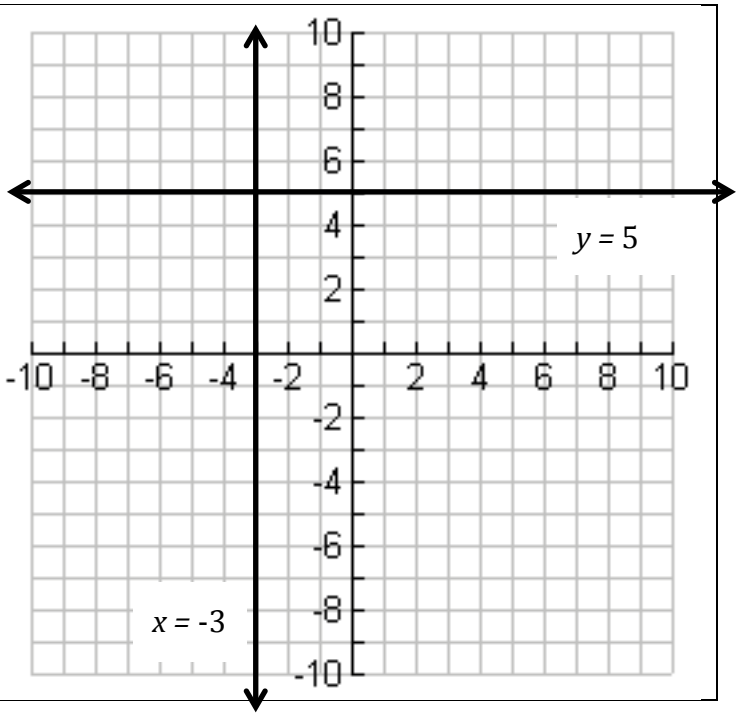
57. True or False (circle one)

58.	59.

60.	61.	62.
63.		64.
65.	66.	
67.	68.	
69.	70.	71.
72.	73.	
74.		
75.	76.	77.
78.	79.	80.
81.	82.	
83.	84.	85.
86.	87.	
88.	89.	
90.	91.	92.
93.	94.	95.
96.	97.	98.
99.		

Use the graph for questions 100 – 105.

100.	Label the four quadrants on the graph.
101.	Graph (-5, 8) on the graph at right and label it point *A*
102.	In what quadrant does your point appear?
103.	Draw a point on the origin and label your point with the word *origin*.
104.	The line of the equation $y = 5$ has been drawn and labeled. Draw and label the line of $y = -9$.
105.	The line of the equation $x = -3$ has been drawn and labeled. Draw and label the line of $x = 1$.



Carefully Review the Following Pages, and You and Your Parents are to Complete the Front Side of the *Student Information Sheet*

Name _____ School Year _____

Ms.Czyzniak's Academic Policies and Classroom Expectations—Math 8

Welcome to Math 8!!!

Units to be covered this year, which follow Connecticut's Curriculum Design for Common Core Standards (CCS)

Unit 1 Real Numbers	Unit 2 Pythagorean Theorem	Unit 3 Congruence and Similarity	Unit 4 Linear Relationships
Unit 5 Systems of Linear Relationships	Unit 6 Volume	Unit 7 Patterns in Data	

Grading Grades are updated frequently. Check your grade often in the electronic grade book to ensure that all assignments have been submitted and accurately recorded. **The integrity of assessments has to be maintained year-to-year, so assessments cannot leave room 403. These assessments are available for your review at any time in the classroom, and arrangements can be made for parents who request to see their child's scored assessments.**

Assignments *will be graded as follows:*

Graded Assignments

All graded work is based on the number of points assigned to each problem. For example, if you took a quiz worth 35 points and you earned 28 points, you can calculate your percent grade as shown:

$$\frac{28}{35} = 0.8 = 80\%$$

Quarter Grades

Quarter grades are determined by dividing the total points you earned in the quarter by the total points assigned that quarter. For example, if assignments in the quarter totaled 300 points and you earned 245 points, then your quarter grade would be as shown.

$$\frac{245}{300} = 0.817 = 81.7\%$$

- If you are absent for any graded assignment, an "A*BS-0*" will be recorded in the electronic grade book. The "*ABS-0*" calculates the assignment grade as a zero until the assignment is completed and the actual grade entered.
- Cheating or copying work/answers will result in a grade of zero for the assignment for all involved parties, and parents and school administration may be notified of such a breach of academic integrity. Understand . . . if you allow another student to copy your work or even if you fail to protect your work from being copied, you, as well as the copier, will earn a zero.

Homework. Unless we are in the flipped classroom, homework, unless otherwise announced, will be due the next school day, at the start of class, and points will be awarded based on completion, effort, and neatness. Homework must always be:

(1) **Done in pencil.** Math work is neater and easier to follow when done in pencil than when done in ink. Points will be deducted if work is not done in pencil.

(2) **Thorough**. You are required to show all work directly on the homework paper, even if you use a calculator. Your work helps YOU pinpoint exactly where mistakes occur.

(3) **Complete**. All solutions do not have to be correct, but all problems must be attempted with "sincere effort." Completely skipping a problem(s) will result in point deduction.

(4) **Ready at the start of class**. No late homework will be accepted unless it had been assigned on the day of an excused absence.

(5) **Corrected** as it is being reviewed in class.

Absences & Missed Work : See reverse side for details.

Access to Lessons Via Videos. All lessons presented in class have been recorded on video and are available for students to access from the teacher's website. Students are encouraged to take advantage of the availability of these videos as a resource to (1) learn the material on a lesson for which a student was absent, (2) assist for homework completion, (3) review the material when the lesson needs to be reinforced, and (4) use to help prepare for assessments. Students may be asked to watch a video as a homework assignment, so accessibility to the internet is necessary.

Required Daily Classroom Materials

Unit Packet	2+ Sharpened Pencils	Chromebook & Earbuds	Scientific Calculator	Block Eraser	3-Ring Binder	Ruler	Highlighters	Dry Eraser (old sock!)

General Class Rules

- Bring your required classroom materials to class every day.
- Remain attentive and engaged during lessons.
- Except for emergencies, remain in your seat during class. Sharpen your pencil before class and use the wastebasket after class.
- Refrain from mean-spiritedness and inappropriate language/behavior. "Be Kind, Respectful, and Mature Towards All."

When You Are Absent . . . Making up missed work is YOUR responsibility!

Lessons: All of my lessons are on videos. If you are absent from school yet feeling well enough, you should check my lesson plans to see what lesson is scheduled, watch the video lesson, and complete the homework assignment to be current!

Homework Assignments:

- If you were present for class on the date the assignment was announced but absent on the day the assignment was due, you are expected to turn in the work at the start of class on the date of your return.
- If you were absent on the date the assignment was announced, you have 5 SCHOOL DAYS to turn it in upon return to school, or a zero will be recorded. Do not expect your teacher to remind you that you have an outstanding assignment.
- Any homework assigned prior to an absence is expected to be turned in immediately upon returning to school.

Test or Quiz REVIEWS: Being absent from a test or quiz REVIEW does not grant a postponement of the assessment date. If you were notified of the test date in advance and you are present in school on the date of the test/quiz, you will be expected to take the assessment with your classmates.

Test or Quiz: If you were notified of a test or quiz date in advance and were absent on the date of the assessment, you may be expected to take the test or quiz on the day you return to school, so be prepared.

(Note: Flexibility will be exercised for lengthy absences.)

All ***deadline dates*** are firm for long-term assignments. Please understand that it is your responsibility to turn in long-term assignments on or before the deadline date, even if you are absent on the final date for submission. Out of fairness to your peers who have completed these assignments on time, please do not request or ask a parent to request an extension. Try to be at least two days ahead just in case. Be responsible!

Question: ***"When are we ever going to use this math in real life?"***

Answer: *Math teachers understand that at times math seems irrelevant and disconnected from your personal world. And it is true that you will probably never use some algebra skills in your day-to-day life. But learning math goes beyond the skills themselves. While you are practicing these skills, your brain is getting stronger and you are improving your ability to think logically! That is, math tasks will help you to learn how to think ideas through in a sequential, rational manner, supporting your capacities to make sound decisions—in all areas of your life.*

Furthermore, do you want to have a successful career? Most good jobs require some form of math aptitude, especially jobs involving a solid ability to reason, such as those in the fields of medicine, architecture, finance, science, law, engineering, business, public protection, etc. Stick with math because your brain is getting a necessary and fantastic workout!

Everyone Can Learn and Excel at Math

An embarrassing fact: ***The United States is the only advanced industrial nation where people are quick to say, "I am not good in math."*** People would be terribly offended if you ever called them illiterate but may laugh if you called them innumerate (unable to do arithmetic). Let's change that! Don't fall into the trap of thinking that learning math is beyond your abilities or that math skills are not important. Everyone can learn and excel at math as long as you are willing to engage your brain.

Math 8 Student Information Sheet—Please Print Clearly Period _____

Student's Last Name	Student's First Name	Nickname, if preferred

Student: Please complete the survey below	Always	Sometimes	Never
1. I take good notes in class and am attentive and focused			
2. I have a specific place at home with few distractions to practice math			
3. I review my class notes before beginning the homework			
4. I take my time doing math homework so that I can master the material			
5. I am willing to devote the necessary time and effort to truly master the material on which I am going to be tested			
6. My grades in my math class are important to me			
7. I believe that I can succeed in math class			

Student: Please ask your parent/guardian to complete the rest of this form.

For Parent/Teacher Use

Dear Parent/Guardian,

I would appreciate your completing the following information in case I need to contact you.

☐ Check this box if both people listed would like to receive emails. (Otherwise, I will email only the first listed name.)

Name	E-Mail Address ***Please print clearly.***	Daytime Phone Number ***(Please provide the number only if you can receive calls during the day.)***
Parent/Guardian:		
Parent/Guardian:		

Kindly review with your son/daughter the classroom academic policies and classroom expectations sheet (front and back). Sign below that you have read this information.

☐ I have read Ms. Czyzniak's academic policies and classroom expectations and discussed these with my son/daughter.

Parent's Signature _____

If you would like, cut on the dotted line below and keep the contact information for your reference.

Feel free to contact me any time with concerns or questions. The best way to contact me is via e-mail: dczyzniak@somers.k12.ct.us. You may also call 749-2270, extension 5403 and leave a message. Daily lesson plans, videos, and assignments are posted on the Somers Public School website: www.Somers.k12.ct.us. Follow the *Staff Directory* link under the *District Info* tab.

Date/Time	Left Message	Spoke With . . .	Topic	Follow-Up Action