Incoming Grade 7 Summer Coursework Checklist

Reading Project
Due: 8/30/19 to Social Studies Teacher
(Project located in “quick links” section under summer work)

On-line Mathematics IXL Task (Grade 6 Tab)
Due: 8/30/19 to Math Educator
(Your math teachers assigned specific modules on IXL to enhance mastery in those skills over the Summer... Spending an hour or so a week will enhance your mastery skills throughout the summer.)

Spanish Packet (instructions included)

Student Handbook/Handbook Scavenger Hunt
(located on DLS website-quicklinks)
Due: 8/29/19 to Homeroom Teacher
(In your Packet, is a handbook form that students and parents sign to acknowledge that they have read the DLS handbook and any changes made from the previous school year. Handbook & Scavenger Hunt is located on-line under the quick links section of the DLS website)

Please have your child return this checklist to their Homeroom Teacher as an acknowledgement that all the above required work is completed by the assigned dates on 8/29/19.

Questions or concerns, email aparenteau@lasalle-academy.org

Parent/Guardian Signature:____________________________________________________
Student Signature:___________________________________________________________
Date:___________________________________________________________________
To help keep your mind active and to continue to develop as a student, we expect you to read regularly over the summer. Research has show that a consistent amount of reading each day (30-45 minutes) will increase comprehension skills and benefit you in every subject, even math. Reading is also a wonderful way to escape hot, humid summer afternoons, and travel to distant places and times. In addition to the books you discover on your own, you will need to read one of the books from the list provided and complete the assignments related to that book.

**Assignment Guidelines**

1. You are required to select a book from the list provided.
2. You will complete the following assignments based on the book. Each is explained in more detail below.
   a. Complete the reading response form.
   b. Complete a project of your choice from the list provided. You will share your work (except for the project) in a folder following these directions.
   c. Purchase a folder with fasteners.
   d. Decorate the front cover of the folder in a creative way which relates to the book. Feel free to use original drawings, scrapbook supplies, stickers, clipart, words and/or pictures from magazine, photographs you take or photos printed from websites, etc.
   e. The first page in your folder should be a “Cover Page.” On this page you should include the following information in this order:
      i. Your name
      ii. The grade you are entering (7th)
      iii. Summer Work 2019
      iv. Title of the book you read
      v. Author of the book you read
   f. Following that you should have your reading response form.
   g. The last page in your folder will be a copy of the project choices form indicating which project you chose to complete.
3. Bring the completed folder and project to school on Friday, August 30, 2019.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Description</th>
<th>Pages/Lexile Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Fifth of March: A Story of the Boston Massacre</td>
<td>Ann Rinaldi</td>
<td>Fourteen-year-old Rachel Marsh, an indentured servant in the Boston household of John and Abigail Adams, is caught up in the colonists’ unrest that eventually escalates into the massacre of March 5, 1770. (312 pages/lexile level 600)</td>
<td></td>
</tr>
<tr>
<td>The Fighting Ground</td>
<td>Avi</td>
<td>Thirteen-year-old Jonathan goes off to fight in the Revolutionary War and discovers the real war is being fought within himself. (160 pages/lexile level 580)</td>
<td></td>
</tr>
<tr>
<td>Forge</td>
<td>Laurie Halse Anderson</td>
<td>Blistering winds. Bitter cold. And the hope of a new future. In this compelling sequel to Chains, a National Book Award Finalist and winner of the Scott O’Dell Award for Historical Fiction, acclaimed author Laurie Halse Anderson shifts perspective from Isabel to Curzon and brings to the page the tale of what it takes for runaway slaves to forge their own paths in a world of obstacles—and in the midst of the American Revolution. (320 pages/lexile level 820)</td>
<td></td>
</tr>
<tr>
<td>Ashes</td>
<td>Laurie Halse Anderson</td>
<td>As the Revolutionary War rages on, Isabel and Curzon have narrowly escaped Valley Forge—but their relief is short-lived. Before long they are reported as runaways, and the awful Bellingham is determined to track them down. With purpose and faith, Isabel and Curzon march on, fiercely determined to find Isabel’s little sister Ruth, who is enslaved in a Southern state—where bounty hunters are thick as flies. (320 pages/lexile level 820)</td>
<td></td>
</tr>
<tr>
<td>Johnny Tremain</td>
<td>Esther Forbes</td>
<td>After injuring his hand, a silversmith’s apprentice in Boston becomes a messenger for the Sons of Liberty in the days before the American Revolution. (320 pages/lexile level 840)</td>
<td></td>
</tr>
<tr>
<td>Jump Ship to Freedom</td>
<td>James Lincoln Collier</td>
<td>In 1787 a fourteen-year-old slave, anxious to buy freedom for himself and his mother, escapes from his dishonest master and tries to find help in cashing the soldier's notes received by his father for fighting in the Revolution. (208 pages/lexile level 850)</td>
<td></td>
</tr>
<tr>
<td>The Winter People</td>
<td>Joseph Bruchac</td>
<td>A fourteen-year-old Abenaki Indian sets off to rescue his mother and sisters after his village is destroyed in an attack by British soldiers in 1759. (176 pages/lexile level 800)</td>
<td></td>
</tr>
</tbody>
</table>
A. Reading Response Form

Title of Book __________________________________________

Author's Name __________________________________________

Select one of the books from the list provided. Once you have read the book, answer all parts of this worksheet with complete sentences. Be attentive to grammar, spelling, capitalization, and punctuation.

It is a good idea to read through the questions below before you read the book and to jot down ideas, examples, page numbers, etc. while reading the book that will help you complete this assignment once you are done reading the story.

Where does the story take place? (Be more specific than America- give the city/town and state/colony if stated in the book. If no specific city or town is given, describe the type of place- city, small town, countryside, etc.) ____________________________

__________________________

When does the story take place? (Give specific years if possible. If specific years are not given, indicate if the story is set before, during, or after the Revolutionary War.) __________________________________________

Think about how the author shows the setting (time and place) of the book. Share 3 or 4 examples from the story that show that it is set in a certain place during a certain time period. (Examples- It is clear that the story took place in Boston around the start of the American Revolution because the main character witnessed the Boston Massacre. The family rode in a horse-drawn carriage instead of driving a car so I know this story took place in the past. Because the main character meets George Washington and talks about conditions at Valley Forge, I know the story took place during the Revolutionary War and at least part of the story is set in Pennsylvania.)

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

What was the biggest struggle faced by the main character or characters? (Be sure to include the name or names of the character(s) in your sentences about the biggest struggle.)

__________________________

__________________________

__________________________
Think about why the author wrote this book and what lessons he or she might have been trying to teach through the story. The life lesson, meaning, moral, or message about life or human nature in a story is referred to as the theme of the story. What lesson or lessons do you think your book teaches?

We will be focusing on what it means to be an American and the meaning of freedom throughout seventh grade. What in your book relates to either or both of these ideas- being American and freedom?
Choose **one** project to complete after you have read the novel. Include this page in your folder but your project will be separate. **Please be sure to have your name on your project.** You will share this project with your classmates.

**Project Selected: ____________________________**

<table>
<thead>
<tr>
<th>Newspaper page or a news report: Create a newspaper page. Summarize the plot in one of your articles. Cover the weather that was happening in your story with a weather report. Include an editorial from you about the theme of the novel. Include a collection of ads that the main character would be interested in reading. Include a comic strip. Include a picture of the character in action with a caption that describes action in the story.</th>
<th><strong>Series of Trading Cards:</strong> Use characters or places in the novel and draw a picture of each character/place on a separate 3 x 5 card. You may illustrate these cards by hand or use printouts/cutouts. On the back of the cards, write important information about the character or place. Include the character's name, age, and purpose in the novel. Relationship to other characters, what happens to the character, what happens in the scene, and why that scene is important? Each trading card must be colorful. Minimum of 8 trading cards.</th>
<th><strong>Pack a Project:</strong> Find a container that represents something unique about the plot of the book. Fill the container with at least 10 objects that represent something about the character, setting, plot, or conflict of the story. You <strong>may not</strong> use pictures, drawings, or words <strong>(objects only)</strong>. On a separate sheet of paper, write a list of the objects and describe what they symbolize and why that part of the plot was important.</th>
</tr>
</thead>
</table>
| **Award:** What award would you nominate this story for? Most Exciting? Most Likely to Make You Laugh your Head Off? Design and create a **3-dimensional** award for this novel. Award should be based on literary merit. Write a minimum of a one-page speech to describe why this novel is receiving this award. | **Poem:** Summarize the book in poem-form (minimum of 25 lines). The poem must include:  
- Book Title  
- Main character(s)  
- Setting  
- Main conflict/problem in the story  
- Brief outline of the plot of the story | **Comic Book:** Compose a comic book which covers the plot of the story in comic book form. Include the events from all parts of the story- the beginning, the middle, and the conclusion (minimum of 12 events). Design a cover for your comic book and an original title. You may create this comic book by hand or use an electronic program such as Pixton.com, or other available digital comic creators. |
| **3-D Room:** Create a character's room in 3-D. This space should represent any part of the setting. It should include items important or significant to the character's journey through the novel. Label each part of the room and why it is important. Don't make this any bigger than you can easily carry by yourself! | **Puppet show with script:** Write a script for a scene in your book. Your scene must include at least 3 characters. Have a title page on the script which includes the book's title and author. Also indicate the pages in the book from which you took the scene. Construct puppets of the characters in your script. |
7th Grade Summer Reading Assignment 2019

Student’s Name ____________________________________________________________  Total Grade ______

Title of Novel Read _______________________________________________________

Type of Project Completed ________________________________________________

Folder (20 points)

• Decorations of folder shows thought and effort.
  Exemplary (10) Very Good (8) Satisfactory (5) Fair (3) Unsatisfactory (0)

• The cover page includes the required information (student’s name, grade entering, “Summer Work 2018,” title of book read, and author of book read).
  All 5 (5) 3 or 4 of the 5 (3) 2 or 3 of the 5 (1) None (0)

• The folder contains the reading response form and the project choices form.
  Both (5) 1 of the 2 (2) None (0)

Reading Response Form (40 points)

• The student showed an understanding of the events, characters, setting and theme in the novel
  Exemplary (15) Very Good (10) Satisfactory (5) Fair (3) Unsatisfactory (0)

• The student’s responses were sufficiently detailed with supporting examples and facts and/or relevant information from the text.
  Exemplary (15) Very Good (10) Satisfactory (5) Fair (3) Unsatisfactory (0)

• The responses were written with attention to grammar, spelling, capitalization, and punctuation.
  No notable errors (5) A few notable errors (3) Many notable errors (0)

• The responses are completely legible. Completely (5) For the Most Part (3) Difficult to Read (0)

Creative Extension Project (40 points)

• The student followed the directions for the project.
  Completely (5) For the most part (3) Hardly or not at all (0)

• The project shows appropriate thought and effort.
  Exemplary (15) Very Good (10) Satisfactory (5) Unsatisfactory (0)

• The project shares substantial information about the novel.
  Exemplary (20) Very Good (15) Satisfactory (10) Unsatisfactory (0)
Dear De La Salle Families,

I am pleased to tell you that we will be using a website called IXL as a supplemental piece for our Summer Work. IXL summer work recommendations were created based upon your child’s progress this year in Mathematics, and TERRA NOVA results (in the packet enclosed).

IXL is a comprehensive learning program offering unlimited math and language arts practice problems in thousands of skills—all of which are aligned to National Standards in English and Mathematics. One of the advantages of IXL is that your child can access it from home, so you have a chance to see your child's progress throughout the summer and the program is designed with a built-in tutorial when a child answers incorrectly. Therefore, parental help should be limited.

In order to ensure minimal summer learning loss, we expect that students log on **weekly with a minimum of one hour of practice in the Mathematics modules**. We are aware that families will be vacationing over the summer and students need to “rest” their brains. However, this program is easily accessible anywhere there is Wi-Fi. If students maintain IXL engagement as a routine or habit of mind, throughout the summer, they will not be panicked in August to complete the modules when classes re-convene. Pacing with consistency across the summer is important for reaching the ultimate academic objectives of the IXL initiative.

To get your child started on your home computer, please follow these easy steps:

1. Go to [https://www.IXL.com/signin/lasallemiddle](https://www.IXL.com/signin/lasallemiddle)

2. Enter your child's username and password in the upper right corner and click the button to sign in.
   (Note: If the username and password are not listed below, they will be provided separately.)

   Username: ___________________________ (same as this year)

   Password: rams16
   (Please change your child’s password when they begin- so it cannot be hacked.)

3. Click on the name of the subject you’d like to work on at the top of the page and navigate to your child's grade level. (Your child will work in the GRADE 6 tab this summer!)

   (Your child has an attached list of all the modules in Mathematics. The expectation is for students to complete the mathematical modules on this bulleted list. If they choose to work in other modules(Additionally)...that is welcomed.)

4. Select a specific skill to practice from the list of skills. You can place your mouse over any skill to see a sample question and click on the link to begin.
Summer Work Information

In addition to making practice exciting, IXL is designed to help your child learn at his or her own pace. The program is adaptive and will adjust based on your child's demonstrated understanding of the material. All your child's results will be saved, so you can monitor his or her progress anytime by clicking on the Analytics tab at the top of the page. On the Analytics tab, which is very useful to examine as a parent, are the following types of reports:

**USAGE**
Student data is broken down by practice sessions. You can see the date and time a student accessed IXL and the amount of active practice that was completed. It will also show a preview of the type of questions the student encountered. It also shows not just the current SmartScore, but the change in SmartScore during the session.

**TROUBLE SPOTS**
It shows skills where the student is struggling, giving example problems and the number of questions that were missed from that item type.

**QUESTIONS LOG**
Divided by skill, this reports shows all of the questions and answers a student encounter during a practice session. You can check the box for "Hide correct answers" in order to review.

**PROGRESS**
This report is a great tool to help make recommendations for future IXL practice. The report shows SmartScore Improvement over the specified time period. It also highlights areas that need improvement.

For on-the-go practice, you can download IXL's free tablet apps for iPad, Android, or Kindle and sign in with your child’s username and password.

It is my conviction that there is not a “one size fits all program” for any student. However, I am convinced that any program with the goal of enhancing student achievement is an essential tool for student success in our middle school program.

Attached are the “printing directions” for IXL summer work to submit to your math teacher on August 30, 2019.

Sincerely,

Alana Parenteau
Principal of De La Salle Middle School
Printing Directions for IXL Summer Work

- Sign into student account
- Click tab “Analytics”
- Click on “Progress & Improvement”
- Click to left- subject: math
- Click to right of page- date range: this school year
- Click on printer icon
- Click “fit to page” when printing report

Attach cover sheet with the following information:

Name of Student
Grade
Math Teacher
IXL Summer work
Due: 8/30/19
Grade 7-Summer IXL Math Modules

Name: ________________________________

Directions: Follow the IXL set up directions for your child’s account. Please “click” on the Grade 6 math tab to complete the following IXL math modules. The most valuable part of this practice work is to read the program’s explanation of “why” an answer is in correct and how to correct it. If a module is “easy” for a student, they can continue to the end to earn “100% Mastery”. If a module is difficult, they will be required to earn an “80%” and stop there. In August, you will receive directions of how to print out a report on the “Analytics” tab to hand in to your teacher on August 30, 2019 in math class. All modules listed must be completed. No exceptions!

Additionally, you will want to complete the attached correction sheet with a minimum of 10 errors you experienced while completing these modules. You will want to write your original work, read and provide the explanation for what went wrong, and correct your mistakes in the spaces provided.

B.8- Estimate Products
C.1-Division rules
C.6- Divide whole numbers- 3 digit divisors
D.1- Write multiplication expressions using exponents
E.5- Prime Factorization
E.9-GCF and LCM word problems
F.4- Convert Decimals to mixed numbers
G.2-Add and subtract decimal word problems
G.3-Estimated sums and differences in decimals
H.5- Divide decimals by whole numbers: word problems
H.7- Division with decimal quotients
I.3- Equivalent fractions review
I.7- Compare fractions with like and unlike denominators
I.9- Convert between improper fractions and mixed numbers
I.10- Convert between decimals and fractions or mixed numbers
I.11- Put a mix of decimals, fractions, and mixed numbers in order.
J.4- Add and subtract fractions with unlike denominators: word problems
K.7- Multiply Fractions: Word Problems
K.12- Multiply mixed numbers word problems
L.8- Divide fractions and mixed numbers: word problems
M.2-Integers on Number Lines
M.3-Absolute Value and Opposite Integers
M.5-Compare Integers
P.2-Put Rational Numbers in Order
P.3- Absolute Value of Rational Numbers
Q.2- Word Problems with Multiple Steps or extra or missing information
R.8-Compare Ratios: Word Problems
S.1-Convert between percent’s, fractions and decimals
S.3- Compare percent’s and fractions: word Problems
X.2- Graph points on a coordinate plane
Y.2- Write Variable expressions: word problems
Y.6- Identify terms and coefficients
Y.10-Multiply using the distributive property
Y.11- Factor using the Distributive Property
# IXL: Error Correction Page

<table>
<thead>
<tr>
<th></th>
<th>My original work:</th>
<th>My original work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IXL Explanation:</td>
<td>IXL Explanation:</td>
</tr>
<tr>
<td></td>
<td>Correction:</td>
<td>Correction:</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My original work:</td>
<td>My original work:</td>
</tr>
<tr>
<td></td>
<td>IXL Explanation:</td>
<td>IXL Explanation:</td>
</tr>
<tr>
<td></td>
<td>Correction:</td>
<td>Correction:</td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5. My original work:</td>
<td>6. My original work:</td>
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<td>7. My original work:</td>
<td>8. My original work:</td>
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<td>IXL Explanation:</td>
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<td>Correction:</td>
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<td></td>
<td>My original work:</td>
<td>My original work:</td>
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<tr>
<td>9.</td>
<td>IXL Explanation:</td>
<td>IXL Explanation:</td>
</tr>
<tr>
<td></td>
<td>Correction:</td>
<td>Correction:</td>
</tr>
</tbody>
</table>
TO:           Incoming Seventh Graders
FROM:         Ms. Alves, Spanish Educator
RE:           Summer Work-2019

1. Over the summer, create index cards as a study tool for learning the words and phrases in Repaso del capítulo. You may create 1 word or phrase per index card.

Example:

Front of Index card

bailar

Back of index card

To dance

2. Incoming Grade 7 Audio (listen to the following bi-weekly for fluency)

Chapter 1a
http://media.pearsonschool.com/realidades/mp3s/level1/ch01/L1_c1a_repa.mp3

Chapter 1b
http://media.pearsonschool.com/realidades/mp3s/level1/ch01/L1_c1b_repa.mp3

Chapter 2a
http://media.pearsonschool.com/realidades/mp3s/level1/ch02/L1_c2a_repa.mp3
## Vocabulario y gramática

### to talk about activities
- bailar: to dance
- cantar: to sing
- correr: to run
- dibujar: to draw
- escribir cuentos: to write stories
- escuchar música: to listen to music
- esquiar: to ski
- hablar por teléfono: to talk on the phone
- ir a la escuela: to go to school
- jugar videojuegos: to play video games
- leer revistas: to read magazines
- montar en bicicleta: to ride a bicycle
- montar en monopatín: to skateboard
- nadar: to swim
- pasar tiempo con amigos: to spend time with friends
- patinar: to skate
- practicar deportes: to play sports
- tocar la guitarra: to play the guitar
- trabajar: to work
- usar la computadora: to use the computer
- ver la televisión: to watch television

### to ask others what they like to do
- ¿Qué te gusta hacer? What do you like to do?
- ¿Qué te gusta más? What do you like (prefer) better?
- ¿Te gusta ___? Do you like to ___?
- ¿Y a ti? And you?

### other useful words and expressions
- ni... ni neither... nor, not... or
- o or
- pues... well...
- sí yes
- también also, too
- y and

### to say what you like to do
- (A mí) me gusta ___. I like to ___.
- (A mí) me gusta más ___. (I prefer to ___.)
- (A mí) me gusta mucho ___.
- A mí también. I do too.

### to say what you don’t like to do
- (A mí) no me gusta ___. I don’t like to ___.
- (A mí) no me gusta nada ___.
- A mí tampoco. I don’t (like to) either.

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For Vocabulario adicional, see pp. 472-473.
to talk about what you and others are like
artístico, -a artistic
atrevido, -a daring
bueno, -a good
deportista sports-minded
desordenado, -a messy
estudioso, -a studious
gracioso, -a funny
impaciente impatient
inteligente intelligent
ordenado, -a neat
paciente patient
perezoso, -a lazy
reservado, -a reserved, shy
serio, -a serious
simpático, -a nice, friendly
sociable sociable
talentoso, -a talented
trabajador, -ora hardworking

to ask people about themselves or others
¿Cómo eres? What are you like?
¿Cómo es? What is he / she like?
¿Cómo se llama? What’s his / her name?
¿Eres...? Are you...?

to talk about what someone likes or doesn’t like
le gusta... he / she likes...
no le gusta... he / she doesn’t like...

to describe someone
soy I am
no soy I am not
es he / she is

For Vocabulario adicional, see pp. 472–473.
to talk about your school day
el almuerzo lunch
la clase class
la clase de . . . class
arte art
español Spanish
ciencias naturales science
ciencias sociales social studies
educación física physical education
inglés English
matemáticas mathematics
tecnología technology/computers
el horario schedule
en la . . . hora in the . . . hour
la tarea homework

la calculadora calculator
la carpeta de argollas three-ring binder
el diccionario dictionary
necesito I need
necesitas you need

aburrido, -a boring
difícil difficult
divertido, -a amusing, fun
fácil easy
favorito, -a favorite
interesante interesting
más . . . que more . . . than
práctico, -a practical

a ver . . . Let's see
mucho a lot
para for
¿Quién? Who?
yo tengo I have
(tú) tienes you have

subject pronouns

<table>
<thead>
<tr>
<th>yo</th>
<th>nosotros</th>
<th>you (masc., masc./fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>vosotros</td>
<td>you (masc., masc./fem.)</td>
</tr>
<tr>
<td>usted (Ud.)</td>
<td>vosotras</td>
<td>you (fem.)</td>
</tr>
<tr>
<td>él</td>
<td>ellos</td>
<td>they (masc., masc./fem.)</td>
</tr>
<tr>
<td>ella</td>
<td>ellas</td>
<td>they (fem.)</td>
</tr>
</tbody>
</table>

hablar to talk

<table>
<thead>
<tr>
<th>hablo</th>
<th>hablamos</th>
</tr>
</thead>
<tbody>
<tr>
<td>hablas</td>
<td>hablás</td>
</tr>
<tr>
<td>habla</td>
<td>hablan</td>
</tr>
</tbody>
</table>
Definite Articles- el, la

Indefinite Articles- un, una

<table>
<thead>
<tr>
<th>AR conjugations (present tense)</th>
<th>(yo) I</th>
<th>O</th>
<th>(nosotros) We</th>
<th>AMOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(tú) YOU</td>
<td>AS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(el, ella, usted)</td>
<td></td>
<td></td>
<td>(ellos, ellas, ustedes) They/they fem</td>
<td></td>
</tr>
<tr>
<td>he/she/you formal</td>
<td>A</td>
<td></td>
<td>They formal</td>
<td>AN</td>
</tr>
</tbody>
</table>