

Mrs. Houlihan

June 2019

ELA

Grade 7

Summer Reading Assignment

Requirements: This summer you are required to read the novel *Merci Suarez Changes Gears* by Meg Medina. In addition to reading the novel, you must complete a daily journal for each day you read the book. The assignment is due Friday, August 30th.

Each journal entry must include the following:

Date

Pages read

Summary of what you read each day (3-4 sentences)

A grading rubric for the daily journal entries is included in this packet.

Name:

Grade:

Total Score:

Daily Journal Entry Rubric

Grading Criteria	Excellent 4	Very Good 3	Satisfactory 2	Unsatisfactory 1
Content	Response to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.	Response thoughtful and fairly well written; most opinions supported with facts	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.	Response consists of unsupported opinions only marginally related to the topic.
Idea Development	Excellent use of examples and details to explore and develop ideas and opinions.	Good use of examples and details to illustrate and develop ideas and opinions.	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed.
Organization	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion. Contains dates of entry, pages read, and a summary.	Contains introduction, some development of ideas, and conclusion. Missing 1-2 dates of entry, pages read, and a summary	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion. Missing 3-4 dates of entry, pages read, and a summary.	Entry is unstructured. Missing many dates of entry, pages read, and a summary.
Mechanics	Information is written in complete sentences. No grammar or spelling errors.	Information is frequently written in complete sentences. Few spelling errors; some minor punctuation mistakes.	Information is generally written in complete sentences. Several spelling and punctuation errors.	Information contains many run-on sentences and many mistakes in grammar and spelling.

Diocese of Fall River Prayer List

*This list is designed to note the grade level at which these prayers are to be **known by heart**.*

What is essential is that the texts that are memorized must at the same time be taken in and gradually understood in depth...It should be introduced through a process that, begun early, continues gradually, flexibly, and never slavishly. In this way certain elements of Catholic faith, tradition and practice are learned for a lifetime, form a basis for communication, allow people to pray together in a common language, and contribute to the individual's continued growth in understanding and living the faith. (National Directory for Catechesis, pp102-103)

These basic Catholic prayers may be introduced to the students in the years prior to required memorization. It is expected that these prayers will be used regularly in the prayer life of the school in all grades. Additionally, all students should be exposed to the prayers and devotions found on the supplemental list at a number of points during their elementary/middle school experience.

- By the end of Preschool:
 - Sign of the Cross
 - Our Father
 - Hail Mary
 - Grace before meals

- By the end of Kindergarten:
 - Same as above
 - Glory Be to the Father
 - Guardian Angel Prayer

- By the end of Grade 1:
 - Same as above
 - Grace after meals
 - Morning Offering

- By the end of Grade 2:
 - Same as above
 - Act of Contrition
 - A Decade of the Rosary
 - Mass Responses/Aclamations

- By the end of Grade 3:
 - Same as above
 - Rosary (basic)
 - Apostle's Creed
 - Prayer of St. Francis

By the end of Grade 4:

- Same as above
- Angelus
- Hail Holy Queen

- By the end of Grade 5:
 - Same as above
 - Rosary (all mysteries)
 - Prayer for the Dead (Eternal Rest...)
 - Divine Praises

- By the end of Grade 6:
 - Same as above
 - Parish Devotional Prayer*
 - Magnificat

- By the end of Grade 7:
 - Same as above
 - Prayer to the Holy Spirit
 - Memorare

- By the end of Grade 8:
 - Same as above
 - Nicene Creed (able to pray communal)

Math: To stay on track and be ahead of the game next year, you should be working on memorizing your multiplication tables. Don't forget to practice division and keep your addition and subtraction skills sharp. **Students should complete a total of 2 to 4 hours of Math IXL for the summer. If students complete 2 hours of Math IXL, they will be given 5 extra bonus points. If students complete a total of 4 hours, they will receive a total of 10 bonus points. It will be, of course, only a one time use in the subject of math.**

Grade 7 Summer Reading (Science)

Hatchet by Gary Paulsen

Grade 7 students are required to read the book, complete the review questions page and selected one of three proposed STEM challenge activities. Students are required to bring in the review question page and the created model on Friday, August 31, 2019.

Review questions: 50 points

STEM challenge: 50 points (Be sure to review the attached grading rubric)

Name _____ Date _____

Activity Rubric

Scoring Criteria	1	2	3	4
Student selected one of the three suggested models.				
Student followed the stated guidelines for construction.				
Student used required materials.				
Student completed the reflection questions on white lined paper.				
Student presented the model to the teacher on the required date. Friday, August 31st.				
Model shows effort and creativity.				

Scoring Key:
 4 points: correct, complete, detailed
 3 points: partially correct, completed, detailed
 2 points: partially correct, partially completed, lacks some detail
 1 points: incorrect or incomplete, needed a large amount of guidance with procedure.

Comments _____

Name _____ Date _____

Hatchet Review Questions

(3 points each)

- 1) Brian is going to visit his father for the summer.
 - a) True
 - b) False

- 2) Mr. Perpich's advice is to stay calm and to wait for help to come.
 - a) True
 - b) False

- 3) Brian feels his first most important need is a weapon for protection.
 - a) True
 - b) False

- 4) Brian builds his first fire using his watch crystal.
 - a) True
 - b) False

- 5) Brian relies on past experiences and knowledge to solve survival problems.
 - a) True
 - b) False

- 6) Brian is scared away from the raspberries by a moose.
 - a) True
 - b) False

- 7) Brian learns that self-pity is useless.
 - a) True
 - b) False

- 8) Brian keeps the signal fire burning day and night.
 - a) True
 - b) False

9) Brian is unable to spear the fish because they are too fast for him.

- a) True
- b) False

10) Brian learns that nothing in nature can afford to be lazy.

- a) True
- b) False

(7 points each)

11) What animal attacks Brian and where does this happen?

12) Why does Brian need a raft?

13) Were you surprised at Brian's reaction when he is rescued? Explain

14) Be Prepared to Discuss in class:

Throughout the story, Brian is faced with survival problem after problem. Think back to the story and pick one event that you feel were the most exciting or interesting.

Wooden Raft-Engineering Challenge

Rules:

- Your goal is to build a wooden raft that will hold the most weight. Use pennies as your weight.
- You must use only the supplies listed.
- You can use the materials in any way you want.
- The raft that you create must be able to float while holding the most weight!

There are many different ways to complete this challenge.

Be creative!

Materials:

- 25 popsicle sticks
- 4 feet of yarn or string
- 4 feet of tape
- Glue
- Tub of water
- Weights (Use pennies as weights or a full unopened can of soda)

** You do not need to use all suggested materials

Information/Set-up:

Try to sketch out a few ideas before you begin creating.

Students must bring the completed raft to school on August 31st.

Goal:

Students will construct a raft using the material listed above so the raft can hold the most weight.

Questions: Answer the questions below on white lined paper.

1. Where you successful in this challenge? Why or why not?
2. What was the most difficult part of this challenge? Why?
3. What was the best idea you came up with during this challenge?
4. How much weight did your wooden raft hold?
5. What did you learn about construction and engineering during this challenge?

Paper Floatplane-Engineering Challenge

Rules:

- Your goal is to fly your airplane the farthest distance.
- It must also be able to float on water.
- You must use only one sheet of copy paper.
- You may not use any other material to complete the challenge.
- There are many different ways to complete this challenge.
- Be creative!

Materials:

1. One sheet of copy paper or cardstock
2. Aluminum foil
3. Pipe cleaners
4. Tape measure
5. Tub of water

Goal:

Students will make a paper airplane that can fly and float on water.

Information:

This site is a great resource: [http://www. Operairplanes.com](http://www.Operairplanes.com)

Students will bring the airplanes to school and compete against classmates for distance and the ability to float. Due Friday, August 31st.

Questions: Answer the questions below on white lined paper.

1. Where you successful in this challenge? Why or why not?
2. What was the most difficult part of this challenge? Why?
3. What was the best idea you came up with during this challenge?
4. How far did your airplane fly? Did it float? Why or why?
5. What did you learn about construction and engineering during this challenge?

Temporary Shelter-Engineering Challenge

Rules:

- Your goal is to build a temporary shelter using found materials that can safely hold the Brian Robeson cutout.
- The shelter must be able to hold the main character cutout

There are many different ways to complete this challenge.

Be creative!

Materials:

1. Craft sticks/real sticks
2. Supplies from recycling bin or outdoors
3. Cardboard pieces
4. Straws
5. Tape, scissors, & glue

Information/Setup

- Model should be created on a flat platform as long as their shelter can hold the 2 pioneer cut-outs inside. Any design is acceptable.
- The shelter must hold at least two Brian cutouts inside.
- Students may want to place the cutouts into the shelter from time to time as they are building it.
- The shelter must be brought to school.

Questions: Answer the questions below on white lined paper.

1. Were you successful in this challenge? Why or why not?
2. What was the most difficult part of this challenge? Why?
3. What was the best idea you came up with during this challenge?
4. What did you learn about construction and engineering during this challenge?

