

Incoming 7th Grade Supply List

For Class

- Two boxes of tissues
- One roll of paper towels
- 1 canister of disinfectant wipes
- Ream of looseleaf (college ruled)

For Student

- 24 #2 pencils
- 12 black or blue pens
- 12 red pens
- Pencil Case
- 1 box of colored pencils
- 1 box of markers
- glue sticks
- Rosary beads
- Scissors
- 3 highlighters
- Headphones
- Digital device (Chromebook) See enclosed letter on BYOD
- Daily planner
- Accordion Folder
- 6 XL book covers
- 10 Notebooks, college ruled

7th Grade Trade Books for ELA Class

Summer: Baseball in April by Gary Soto and Fish in a Tree by Lynda Mullaly Hunt

- Wednesday War by Gary D. Schmid
- The Outsiders by S.E. Hinton
- Anne Frank by Anne Frank
- The Comedy of Errors (No Fear Shakespeare) by William Shakespeare

Dear Families,

Grades 3-8 will continue to participate in our Bring Your Own Device (BYOD) program for the 2022-2023 school year. Devices that students used this past year that meet the requirements below can be used next year, too. Please keep the guidelines below in mind:

- Devices may not be cell phones, tablets, Kindles, iPads, etc. as they make it hard to complete longer-form writing assignments as they lack a physical keyboard.
- OLMC strongly encourages you to purchase a Chromebook. Chromebooks are durable, have a long product life, and work well with our wireless network system. Students are also familiar with them from their weekly technology classes. The Chrome OS is easy to troubleshoot, meaning that less time will be spent troubleshooting and more time will be spent on learning activities.
- Devices must be able to connect to a wireless network and must either have an integrated webcam or be able to support one for video conferencing if needed.
- Devices should have a 5ghz wifi card (802.11ac,802.11ax).

If you have any questions, please feel free to contact the school at school@olmcri.org.

Have a great summer!

Mrs. Carlson & Mrs. Federico
Co-Principals

7th Grade Summer Reading

7th grade students will read two novels over the summer: *Baseball in April* by Gary Soto and *Fish in a Tree* by Lynda Mullaly Hunt. For *Baseball in April*, students will complete the attached study guide. The class will then review *Baseball in April* and the study guide during the first week of school, which will end with an accumulative assessment of the book. Students will also present a t-shirt book report for *Fish in a Tree* (see attached instructions), which they will present in class on the first week of school. Both assignments will be graded.

Students will need the following books to be read during the school year:

- *Wednesday Wars* by Gary D. Schmid
- *The Outsiders* by S.E. Hinton
- *Anne Frank* by Anne Frank
- *The Comedy of Errors* (No Fear Shakespeare) by William Shakespeare

Name: _____

Date: _____

T-SHIRT Book Report Project

****Be ready to wear your next book report project!**** This book report will be represented on a t-shirt that you will get to wear to school. **FUN, FUN!!** Your parents may help with the design; however, you have to write the report. Make sure to follow **ALL** steps and look at all the pages. Most importantly, refer to the rubric for scoring! ☺

Things to Do:

- Choose a plain t-shirt of any color.
- Write on the shirt, add pictures, glue things onto it that represent the book. Your t-shirt must include:

- ① **Front:** The front of the shirt should be a replica of the book cover **OR** what you think should represent the book cover. Make sure to include the title and author!
 - ② **Right Sleeve:** Main and supporting characters, including a graphic of the main character
 - ③ **Left Sleeve:** Setting and problem, including a graphic of the main setting
 - ④ **Back:** Use words and graphics to illustrate your favorite scene in the book. Also, include your favorite quote!
 - ⑤ **Summary (Back):** Write a summary of the book that also includes your opinion of the book.
- Practice your **Book Talk** to present in front of the class. (1-3 min. presentation) ☺
 - Bring your book, Book Report Packet, and wear your shirt on

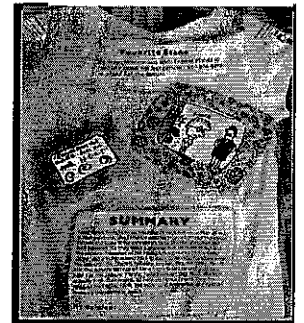
**Refer to Rubric to include ALL elements required

See other pages for more details

Due: _____



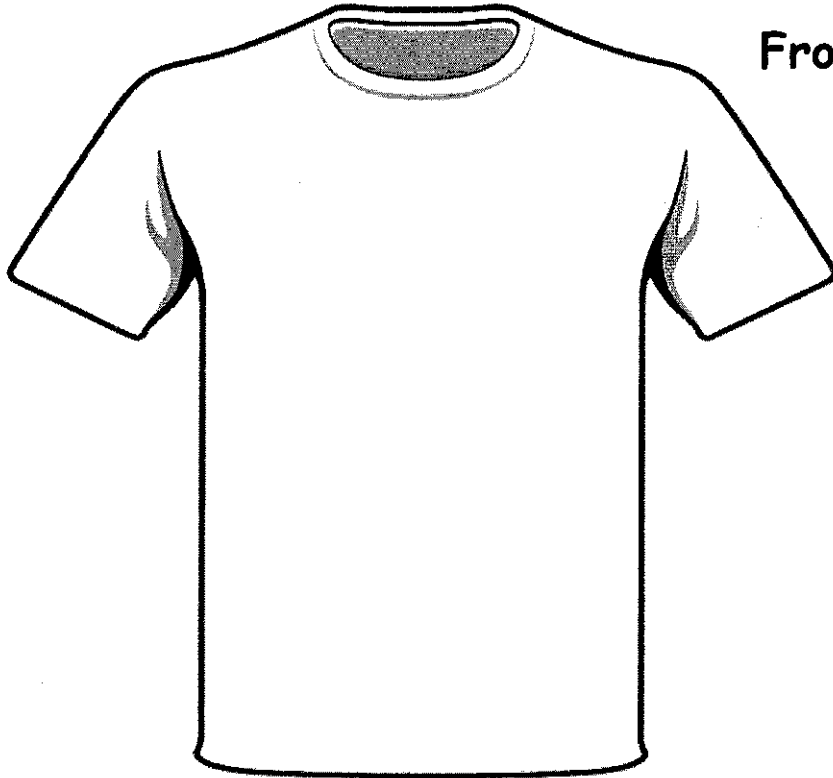
GET CREATIVE!!



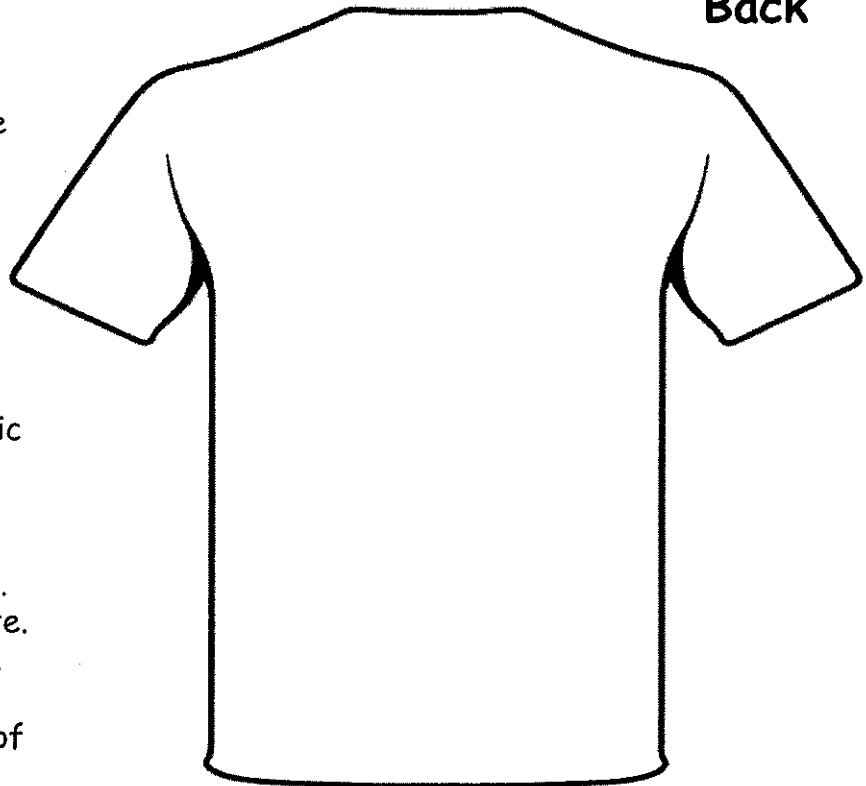
Name: _____

Date: _____

YOUR PLANNING SKETCH



Front



Back

Front: The front of the shirt should represent the book cover. Include the title and author.

Right Sleeve: Main and supporting characters, including a graphic of the main character

Left Sleeve: Setting and problem, including a graphic of the main setting

Back: Use words and graphics to illustrate your favorite scene in the book. Include your favorite quote.

Summary (Back): Write a summary of the book that also includes your opinion of the book.

Name: _____ Date: _____

T-SHIRT BOOK REPORT PROJECT

Front: The front of the shirt should be represent the book cover; include the title and author.

Right Sleeve: Main and supporting characters, including a graphic of the main character

Left Sleeve: Setting and problem, including a graphic of the main setting

Back: Use words and graphics to illustrate your favorite scene in the book. Include your favorite quote!

Summary (Back): Write a summary of the book that also includes your opinion of the book.

**The following will help with designing your T-shirt and to prepare for your BOOK TALK. ☺



Title: _____

Author: _____

What did you illustrate on the front of your t-shirt to replicate/represent the book cover?



Who are the main and supporting characters in this book?



What is the main setting and problem of your book?



What is your favorite scene from this book?

What is your favorite quote?




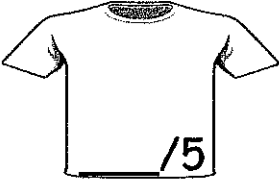



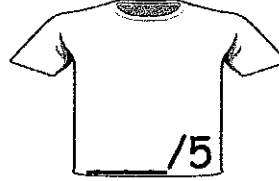
Write the summary of this book (plot) that also includes your opinion of this book:

Summary Continued.....

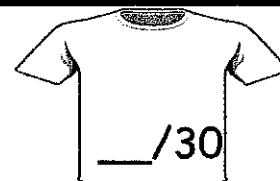


A large, vertically oriented rectangular area with a dotted border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the page, leaving a small margin on the left side where the t-shirt icon is located.

T-SHIRT BOOK REPORT RUBRIC

Project Elements	Points	Comments
<p>Front of Shirt: Includes an illustration, title of the book, and author's name. The illustration replicates or represents the book cover. It is neat and there is evidence of effort.</p>		
<p>Right Sleeve: Includes a small photograph or drawing of the main character. The main character and supporting characters are named.</p>		
<p>Left Sleeve: Includes a small graphic of the main setting that is clear. The setting and the problem are described.</p>		
<p>Back of Shirt: Includes a scene from the book that includes characters, setting, and a memorable event (favorite part). There is a description of the event. Included is a favorite quote!</p>		
<p>Back of Shirt: Summary is well-written and includes all important aspects of the story (plot). Student opinion of this book was also included.</p>		
<p>Book Talk: There is clear evidence of preparation and practice. The presentation includes all the required areas of the t-shirt book report. Student voice is clear and audible. Eye contact is present.</p>		

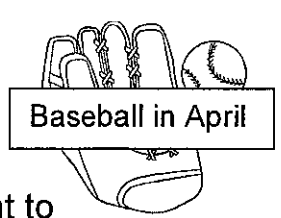
FINAL SCORE



****Make sure to turn in ALL pages for the T-Shirt Book Report including this RUBRIC on the DUE DATE****

Name _____

Story One: Broken Chain - Written Response Activity



1. Why is Alfonso concerned about his appearance? Why does he want to look "cool" ?

2. Why can't Alfonso's parents get him braces and what does he do instead to straighten his teeth?

3. How does Alfonso and Sandra meet? How do you suppose her brother got caught in that mess? Why would Sandra's mother be upset about her brother's predicament?

4. What is the age difference between Ernie and Alfonso and how does this difference in their ages affect Ernie's decision to allow Alfonso to borrow Ernie's bike? Yes, Alfonso gets the bike, but what is going on in Ernie's head over this.

Name _____
Story Two: "Baseball in April" – Literary Analysis



Conflict - Conflict is an important element in a novel. There are generally *three types of conflict* in a story, they are:

person against person - a struggle between a person and another person

person against self – a struggle within yourself, such as overcoming a fear

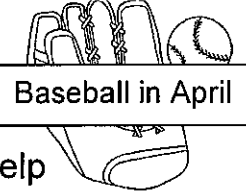
person against nature – a struggle with nature, such as surviving in a jungle

1. In this story, which of the three types of conflict is the most prevalent and why do you say this story has this overwhelming conflict, site evidence (prove your answer). Write at least a 5-sentence paragraph.

2. What was Jesse trying to accomplish in this story, why wasn't his struggle (conflict) successful? What advice would you have given him? Write a short 3-4 sentence paragraph.

Name _____

Story Five: "The No-Guitar Blues" – Literary Analysis



Baseball in April

Story Map - A story map is a strategy that uses a graphic organizer to help you learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, you become more focused, read more carefully and learn the details of a story. Complete this graphic organizer for "The No-Guitar Blues".



Story Map

Story Title:

Author:

Setting:

Characters:

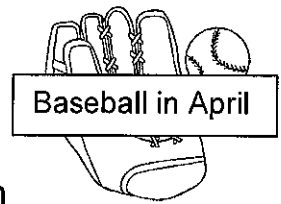
Supporting Characters:

Problem/Conflict:

How the Problem/Conflict is resolved:



Name _____
Story Six: "Seventh Grade" – Literary Analysis



Point of View - Stories are usually written in first person or third person point of view.

First person point of view means that the main character is telling the story from inside the story. The narrator will refer to himself or herself as I, me, or mine.

Third person point of view means that the author or narrator is telling the story from the outside looking in. The narrator will not refer to themselves but rather to the characters by name and as he, she, or them.

1. Which point of view is used in the short story "Seventh Grade"?
 - a. first person
 - b. third person
2. In the passage below underline two details that indicate what point of view of this story is.

As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, "What is a noun?"

"A person, place, or thing," said the class in unison.

Yes, now somebody give mean example of a person--you, Victor Rodriguez."

"Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

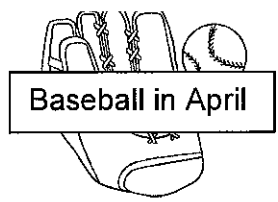
3. Read this passage from "Baseball in April".

The night before Michael and Jesse were to try out for the Little League team for the third year in a row, the two brothers sat in their bedroom listening to the radio, pounding their fists into their gloves, and talking about how they would bend to pick up grounders or wave off another player and make the pop-up catch. "This is the year," Michael said with the confidence of an older brother. He pretended to scoop up the ball and throw out a man racing to first. He pounded his glove, looked at Jesse, and asked, "How'd you like that?"

4. What point of view was the passage above? a. first person b. third person
 5. How do you know it was written with that point of view, what is your evidence?
-

Name _____

Story Seven: "Mother and Daughter" – Literary Analysis



Inference - An inference is the process of drawing a conclusion from supporting evidence. It's when you go beyond the evidence and reach some further conclusion. We draw inferences all the time when we say things like:

- "I don't see dad. He said he was tired, so he must have gone upstairs to bed."
- "Bob's been at the gym a lot; he must be trying to bulk up."
- "Rufus is a dog, and all dogs love belly rubs. So Rufus must love belly rubs."

Read the following quotes from the story and answer the questions:

Now and then a low-rider from Belmont Avenue would make his car jump and shout "Mamacita!" (little mama) But most of the time they just stared and wondered how she got so large.

1. Why would the low-riders laugh and shout "Mamacita!" when they saw Mrs. Moreno in her yard?

"OK, Yollie, I wake you," said her mother through a mouthful of popcorn.

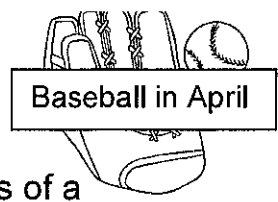
2. What can you learn about Mrs. Moreno from the way she speaks?

"We don't have the money," said her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college.

3. Why do you think Mrs. Moreno is genuinely sad that she cannot afford a new dress for Yollie?

Name _____

Story Nine: "La Bamba" – Literary Analysis



Sequencing - Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred. Number the following events in the order they occurred in "La Bamba".

_____ Manuel is amazed to find out that everyone thinks he meant to be funny and intentionally made the record stick.

_____ Manuel accepts his friend's suggestion that he dance to the music, too.

_____ Things usually go wrong for Manuel, but he's confident nothing can go wrong this time.

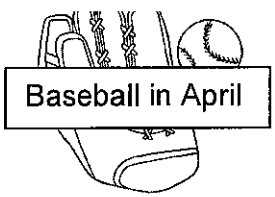
_____ The audience breaks into wild applause and laughter as Manuel runs off stage.

_____ During rehearsal, Manuel drops his record, but fortunately it doesn't break.

_____ The record sticks during his performance—so Manuel has to move his lips and dance to the same words over and over again.

_____ Manuel volunteers to lip-sync "La Bamba" in his school's talent show.

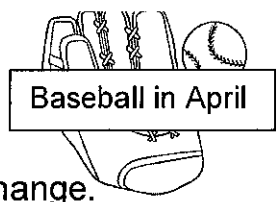
Simile - Similes are one of the most commonly used literary devices. A simile is a comparison between two unlike things using a word such as like or as. Identify the simile used to describe the audience as Manuel takes the stage (page 86, "*Some people were moving to the beat, but most were just watching him, like they would a monkey at the zoo.*") What does this comparison indicate about Manuel? Write a 2 to 3 sentence paragraph response.



Character Development – An essential story element is the character. Character can be defined as any person, animal, or figure represented in a literary work. Character development refers to how developed and complex a character is. For example, if we know something about how a character walks and talks, what she thinks, who she associates with, and what kind of secrets she has, she is naturally more complex and developed. Complete the character map about Lupe.

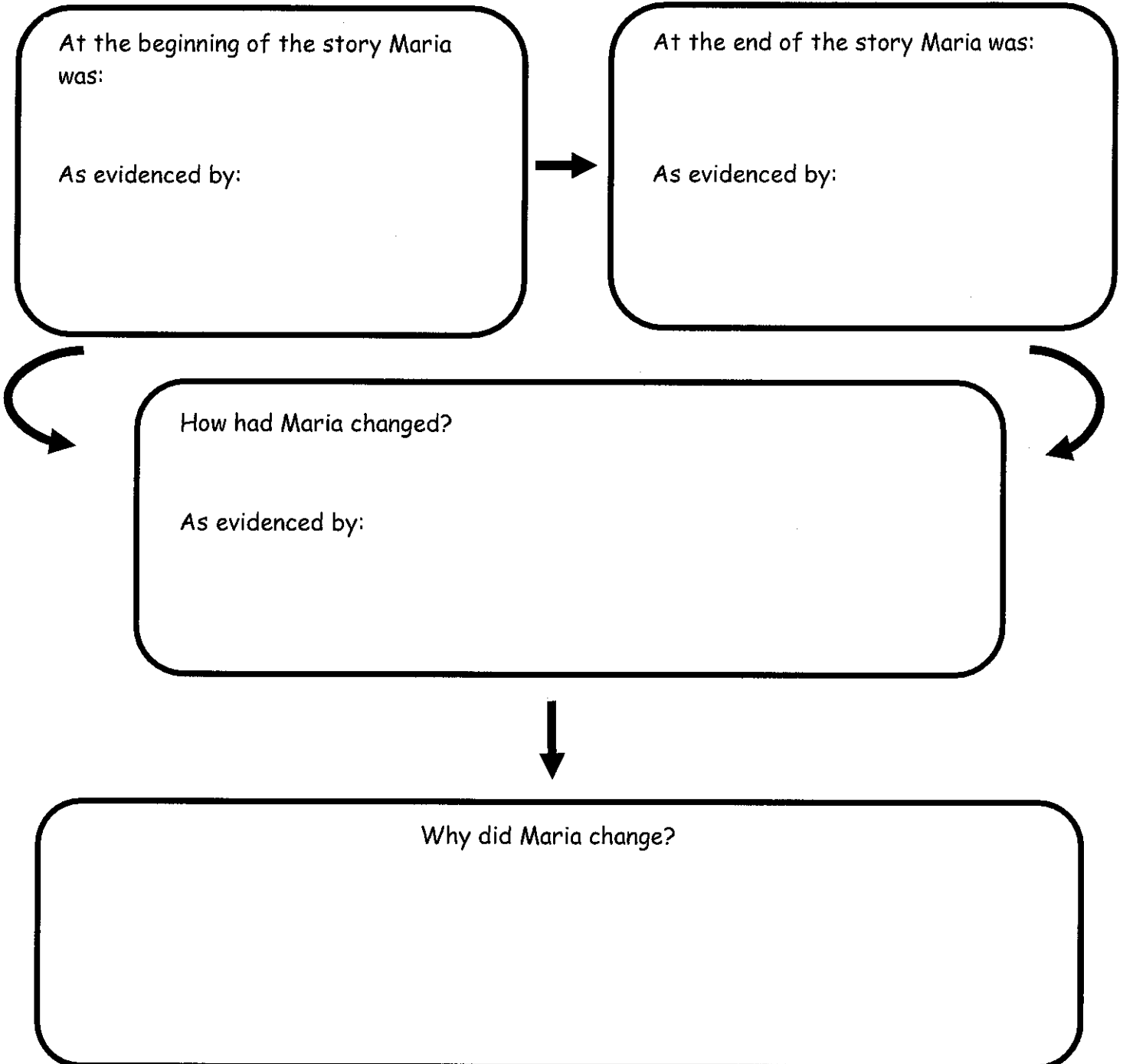
What was Lupe's problem?	What is your opinion of Lupe?
How did Lupe solve her problem?	
List six words that describe Lupe: 1. 2. 3. 4. 5. 6.	How did Lupe change from the beginning of the story to the end? <hr/> <p>A Picture of Lupe Medrano.</p>

Name _____
Story Eleven: "Growing Up" – Literary Analysis



Character Change Over Time - Plot is ultimately all about character change. Without the main character ending up transformed, there would be little point in writing or reading fiction at all. This story about Maria 'growing up' certainly demonstrates how the author, Gary Soto, showed his character, Maria, changing over time. Complete the chart below showing, with evidence from the story, how Maria 'changed over time'.

MARIA



Summer 2022 Math Packet

6th to 7th Grade



Practicing math skills over the summer can keep the brain's pathways for computation and mathematical vocabulary strong.

1. ALL WORK IS TO BE DONE IN PENCIL!
2. Show all work! An important aspect of mathematics is being able to communicate the process you use to arrive at your answer. It also provides an opportunity to review your thinking when making corrections to your work.
3. Be neat and organized! Part of success in math is being able to organize your work and keep track of your calculations and steps. Use all the paper you need to neatly show your work.
4. **Box** your final answers (another organizational strategy).
5. Do not rush! Take advantage of the summer pace and see if you digest more of what you're working on.
6. If you are stuck on a problem, read the example problems provided at the beginning of each exercise. If you are still stuck, check out one of the math websites listed below.
7. Please complete half of the problems on each page.

Resources:

For help with a topic: www.purplemath.com and select your grade on the left hand column, then select the topic from the top.

For Math Fact Practice: www.aplusmath.com and select flash cards. You can switch the operation and difficulty each time.

Another resource for help relearning a topic: www.khanacademy.org

Math Learning Games: www.funbrain.com

$$(-4) - (+2) =$$

$$(-5) - (+12) =$$

$$(-10) + (-10) =$$

$$(+6) - (+9) =$$

$$(+6) + (+9) =$$

$$(-4) \times (+7) =$$

$$(-36) \div (+3) =$$

$$(-10) + (+12) =$$

$$(+11) + (-2) =$$

$$(-12) \times (-8) =$$

$$(+6) - (+6) =$$

$$(-2) - (-3) =$$

$$(-4) + (-7) =$$

$$(+10) \div (-10) =$$

$$(-7) - (+1) =$$

$$(+7) - (-4) =$$

$$(+4) - (+5) =$$

$$(+1) + (-4) =$$

$$(-12) \div (+12) =$$

$$(-6) \times (+12) =$$

$$(-12) \times (+1) =$$

$$(-3) - (-1) =$$

$$(+1) + (-11) =$$

$$(-10) \times (-3) =$$

$$(+11) - (-10) =$$

$$(-10) - (-3) =$$

$$(+44) \div (+11) =$$

$$(-66) \div (-11) =$$

$$(+12) \times (+11) =$$

$$(-8) \times (+1) =$$

Adding and Subtracting Mixed Fractions (A)

Find the value of each expression in lowest terms.

1. $2\frac{1}{5} + 1\frac{3}{4}$

5. $1\frac{1}{2} + 2\frac{3}{5}$

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

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

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

10. $5\frac{1}{2} + 5\frac{1}{4}$

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

7. $2\frac{3}{4} + 1\frac{1}{8}$

11. $1\frac{10}{11} - 1\frac{1}{3}$

4. $5\frac{3}{4} - 5\frac{1}{4}$

8. $3\frac{1}{4} - 2\frac{3}{8}$

12. $1\frac{5}{12} + 3\frac{1}{3}$

Multiplying and Dividing Mixed Fractions (A)

Find the value of each expression in lowest terms.

1. $3\frac{2}{7} \div 1\frac{1}{4}$

6. $1\frac{1}{3} \times 1\frac{2}{3}$

11. $1\frac{3}{8} \div 1\frac{1}{12}$

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

7. $1\frac{1}{3} \times 2\frac{1}{5}$

12. $2\frac{7}{8} \div 5\frac{1}{2}$

3. $2\frac{1}{4} \div 1\frac{1}{2}$

8. $2\frac{1}{7} \div 2\frac{1}{2}$

13. $3\frac{2}{3} \div 1\frac{1}{6}$

4. $6\frac{1}{2} \div 2\frac{2}{3}$

9. $1\frac{3}{11} \div 2\frac{1}{3}$

14. $1\frac{3}{8} \times 3\frac{1}{3}$

5. $2\frac{1}{10} \div 2\frac{3}{5}$

10. $3\frac{1}{2} \div 2\frac{3}{4}$

15. $1\frac{4}{11} \div 1\frac{1}{4}$

Order of Operations

Name: _____

Date: _____

Solve each expression using the correct order of operations.

$$(7 - 6 + 2)^2 \times 5$$

$$(4^2 + 3) \times (10 - 8)$$

$$2^2 \times (9 - 7 + 6)$$

$$4 + 7^2 \div (6 - 5)$$

$$(6^2 + 9) \div (10 - 5)$$

$$(4^2 - 8 + 10) \div 6$$

$$(2^3 - 5 + 7) \div 10$$

$$(4 + 6 - 2^3) \times 3$$

$$(3^2 - 9) \div 8 + 10$$

$$5 \div (4 \times 2 - 7)^3$$

Order of Operations

Name: _____

Date: _____

Solve each expression using the correct order of operations.

$$2^3 \times (3 + 8 \div 4)$$

$$(10 \div 5 + 2)^2 \times 4$$

$$3 \times (8 + 7 - 2^2)$$

$$8 \div (6 + 4 - 9)^2$$

$$4 \div (5^2 - 8 \times 3)$$

$$6^2 \div (10 + 4 - 8)$$

$$(10^2 - 7 + 3) \div 6$$

$$4 \times (6 + 9 - 3^2)$$

$$(3^2 - 7 + 5) \times 10$$

$$10 \times (2^3 + 7 - 6)$$