

## Junior High Supply List 2017-2018

### *Items that each student needs for himself/herself:*

Junior high students are encouraged to bring a device (iPad, laptop, etc.) to class each day as technology is utilized on a daily basis in the classroom. Students who do not own a device will be assigned a shared school device to use throughout the year during class only. Printer access is essential as students are expected to print assignments, as necessary, outside of school. If you do not have access to a home printer, please contact your local library for more information.

<b>Item</b>	<b>Quantity</b>	<b>Description/Type</b>
Graph paper composition	2**	Needs to be sturdy
Composition book	4	2 college ruled (6th/7th/8th) 2 wide ruled (6th grade only)
Pocket Folder	3	ELA (6th grade only)
Book covers	3	Cloth or paper
Note cards	4	Packs (3in x 5in)
Accordion folder	1	Needs to have at least 7 dividers; <i>needs to be sturdy</i>
Ruler	1	Must have inches and centimeters
Scissors	1	Any size
Post-it notes	4*	Packs (3in x 3in or larger)
Dry erase markers	10*	Mostly dark colors
Dry erase board eraser	1	Small
Scotch tape	2	Rolls
Glue	4	Sticks
Pencils with erasers	2*	Packs
Coloring utensils	1	Pack (pencils and markers)
Pens (black/blue)	4*	Packs (non-clicking pens)
Black sharpie	1	Marker
Highlighter	1	Any color

Correcting pens	1	Pack (red, purple, and green)
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\*These items will be used on a daily basis and may need to be replenished throughout the year

\*\* Only one graph paper notebook will be needed at a time; we suggest purchasing two because many students will run out of paper before the end of the year.

\*\*\* Any student bringing their own device will need to sign the Acceptable Use Policy.

***Items that students need on behalf of each Junior High class:***

<b>Item</b>	<b>Quantity</b>	<b>Description/Type</b>
Clorox Wipes	1	Packages (antibacterial; preferably compostable)
Supply case	1	Zipper pouch that can easily fit in desk
Ear buds (buds only)	1	*Compact (will be brought to ALL classes)
White-out	1	Optional
Kleenex	2	Boxes (students with allergies bring extra tissues)
Baby Wipes	1	Packages
Copy Paper	1	Packages
Loose-leaf graph paper	1	Package (7th and 8th grade only)
Paper towels	2	Rolls
Tape	1	Roll

## Summer Reading Assignment for 6<sup>th</sup> Graders

Dear 6th Grade Parents,

Summer is a wonderful time to enjoy good books! Our mission at OLG is to foster a love of reading with reader's and writer's workshop. We encourage your child to continue to spend time reading independently with books at his/her "just-right" level.

Reading is not just how many pages your child read or what level he/she is at. Reading is the passport to the rest of the world! Reading is comprehending the text, making predictions about what will happen next, making connections with the text, inferring on what the message is based on the details the text provides, retelling key events from the story, and being able to write about what was just read. As your child is reading this summer, we encourage you to take this opportunity to spend time reading to your child and having discussions about what they are reading.

Students entering 6th grade are required to read a total of **THREE** books. Students need to bring the three books that he/she reads this summer with them on the first day of school. During the first 2 weeks of school, we will be completing different assignments based on the books that he/she read. Enclosed in this packet, you will find the directions for their Reading Response Journals and how to mark up the book that they read with post-it notes. Only three books are required, but we'd like to encourage students to read as many books, both fiction and nonfiction, as they'd like!

**All students must purchase a composition book (wide ruled) to be used as their Reading Response Journal for their summer reading assignment. We will be using this journal throughout the year in class as well.**

**Please note that summer reading books do not have to be purchased. The books can be checked out from a local library. All markings will be completed on post-it notes and in their journals. The books will be used the first 2 weeks of school.**

Students must also bring a copy of the following book on the first day of school to use for readers/writers workshop:

- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling

**The book *Harry Potter and the Sorcerer's Stone* does not have to be purchased. The book can be checked out from a local library. All markings will be completed on post-its and in their journals. The books will be used the first 4-5 weeks of school.**

**In addition to the two books above, the following books are on our reader/writer workshop list in 6th grade. Please avoid them as summer reading selections.**

*Freak the Mighty, Echo, Hatchet, Farewell to Manzanar, Walk two Moons, Sadako and the Thousand Paper Cranes, The Giver, The Watsons Go to Birmingham—1963, My Side of the Mountain, Inside Out and Back Again, One Crazy Summer*

Have a great summer! See you in August!

Mrs. Melendez

## Summer Reading Assignment for 6<sup>th</sup> Graders

Dear Incoming 6th Graders,

Students entering 6th grade are required to read a total of **THREE** books. You need to bring the three books that you read this summer on the first day of school. During the first 2 weeks of school, we will be completing different assignments based on the books that you read. Enclosed in this packet, you will find the directions for your Reading Response Journals and how to mark up the book that you read with post-it notes. Only three books are required, but we'd like to encourage you to read as many books, both fiction and nonfiction, as you'd like!

You must read one fiction book that is at your "just-right" level. You must also read one fiction and one nonfiction book of your choosing. These books do not need to be at your "just-right" level.

Below is a website that can help you find a book that you like!

<https://www.scholastic.com/teachers/bookwizard/>

Have a great summer! See you in August!  
Mrs. Melendez

### **BOOK 1: CHOOSE A FICTION BOOK AT YOUR "JUST-RIGHT" LEVEL.**

#### **"Just-Right" Fiction Book Assignment (to be completed in the reading response journal):**

For this book, you will be practicing making predictions and writing a summary. You will mark your predictions using post-it notes. Your post-it note should look like the sample below:

- You must always write the page number on the post-it in case it falls out of the book.
- You will then write the information needed on the post-it note.

**Prediction # \_\_\_\_**

**Page Number**

## Summer Reading Assignment for 6<sup>th</sup> Graders

### MAKING PREDICTIONS

You will make a total of 3 predictions for this book.

1. **First Prediction:** Before you begin reading the book, look at the front cover and back cover. What do you think this book will be about? Write your prediction on a post-it note and stick it on the inside cover of your book.
2. **Second Prediction:** After reading a chapter of your book, reflect on your initial prediction. Has your initial prediction changed yet? Is it still the same? Write your prediction on a post-it note and stick in on the last page of the chapter.
3. **Third Prediction:** Midway through the book, stop and reflect on your first two predictions. Predict what will happen next. Use clues from the text to make your prediction believable. Write your final prediction on a post-it note and stick it on the last page that you just read.

### WRITING A SUMMARY

After you finish your book, you will write a summary by writing a brief retelling of the story. You will write your summary in your Reading Response Journal. Your summary should include the following:

- 5-7 complete sentences (using 7 or more words in a sentence)
- written in cursive
- using proper punctuation and capitalization

**\*Use the following example as your guide for writing in your journal.**

### READING RESPONSE JOURNAL ENTRY SAMPLE

Book Title and Author

Book Summary

Date:

Write your summary here. After your finish your summary, draw a line underneath to separate this entry from your next entry.

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## Summer Reading Assignment for 6<sup>th</sup> Graders

### **BOOK 2: CHOOSE ONE FICTION BOOK.**

#### **Fiction Book Assignment (to be completed in the reading response journal):**

##### **Reader's Response: Letter to the Teacher**

After you finish reading this book, you will write a letter to me. Our goals for writing reader's response letters are to stretch your thinking about what you are reading and interact with you text in meaningful ways.

**\*You need to reference the attached sheet for the letter writing format and a sample letter to the teacher.**

### **BOOK 3: CHOOSE ONE NONFICTION BOOK.**

#### **Nonfiction Book Assignment (to be completed in the reading response journal):**

**Step 1:** Before you begin reading the informational text that you selected, preview the book and think about what you already know or feel about this topic. Why did you select this particular book? (Answer in a short paragraph (3-5 sentences). Remember to write neatly and in cursive.)

**Step 2:** As you read, use post-it notes to mark at least six (6) facts that the author uses in the text.

#### **Post-It Example**

A yellow rectangular post-it note template. At the top center, the text "Fact #" is written in black. At the bottom center, the text "Page Number" is written in black. The rest of the note is blank.

**Step 3:** After reading, using the 6 facts on the post-it notes from Step 2, choose three of the facts that you found the most interesting and record them in your journal. Write **a complete sentence** for each fact. (Remember to write neatly and in cursive.)

**Step 4:** Select one of the facts that you listed above and draw an illustration to represent that fact. (Draw your illustration in your reading response journal. Color your illustration with crayons or colored pencils. Be as creative as you would like to be.)

## Summer Reading Assignment for 6<sup>th</sup> Graders

\*Use the following as your guide for writing in your journal.

### Reading Response Journal Entry Format

Title of Book & Author	Date:
Book Preview: (Short paragraph - 3-5 sentences)	
<hr/> <hr/> <hr/> <hr/>	
Facts:	
1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>
Chosen Fact: _____	
Include Drawing Here	

## Summer Reading Assignment for 6<sup>th</sup> Graders

### Reader's Response: Letters to the Teacher

Use the format below for each letter you write!

#### Date & Greeting

- Write the date on right side of the first line of the page.
- Greet the reader.

#### Introduction & Summary Paragraph – 3 to 4 Sentences

- State the title and author of your book, and tell what page you are on if you have not finished your book.
- Explain what happened in the book or is happening in your book right now. This is just a summary – you don't need to include every detail. Instead, just talk about the most important parts!

#### Your Thoughts About the Text Paragraph – 5 to 6 Sentences

- Discuss what you were thinking while you were reading. Use at least two of the following sentence starters to guide your thoughts.
  - I was thinking...
  - I discovered...
  - I visualized...
  - I noticed...
  - I predict(ed)...
  - I was wondering...
  - I made a connection...
  - I was having trouble...
- Include evidence from the text to explain your thinking.

#### Closing & Signature

- Close your letter in an appropriate way, such as "Sincerely" or "Your Student."
- Sign your name in cursive.

### Sample Letter to Teacher

July 1, 2016

Dear Mrs. Melendez,

I am reading Crash by Jerry Spinelli, and I am on page 93. I am at the part where Crash's little sister, Abby, is really excited because she is on T.V. She was on the news protesting the new mall being built because she thinks we should take care of the environment. Abby's mom got mad at her for protesting the mall, and Crash listened in on their mom yelling at Abby.

As I was reading, I was thinking that Abby's protest would not actually stop the mall from being built, even though Abby shouted, "We won!" I don't think one protest can stop something like a huge shopping mall from being built. I also made a text-to-text connection between Crash and the book Hoot by Carl Hiaasen. In Hoot, Roy Eberhardt (the main character) is concerned about the environment just like Abby. He is trying to save some little burrowing owls. I wonder if Abby will discover some special animal living on the land where the mall might be built? I can't wait to keep reading and find out what will happen next!

Your Student,

*Erika*

# OLG Junior High Math

## *Summer Assignment*

Our math program allows you to move at your own pace through the Common Core Standards throughout the year. In order to continue this individualized structure over the summer, we are requiring you to independently complete, at least, the first unit in our online program, School21. The first unit is a review of material covered in the previous year. These topics should be familiar to you, and there are plenty of instructional videos and links provided on School21 to provide you with a “refresher course”, if necessary.

You are required to keep an organized notebook as described in the attached notebook handout. For those students who have already begun working on School21 at the next grade level, you should complete the next unit in sequential order.

Students entering grades 6-8 should complete:

***Working with Numbers*** (all topics)

If you are working at an advanced pace and have already begun the next grade’s curriculum, please see us if you have any questions about which unit you should complete over the summer.

Although not mandatory, OLG summer school (Period 1 “Pre-Algebra”) is highly recommend for all junior high students, especially incoming 6<sup>th</sup> graders, to work through the topics in a classroom environment. This summer school class is structured very similarly to math class during the school year will help students to successfully transition to the next grade.

Have fun!

