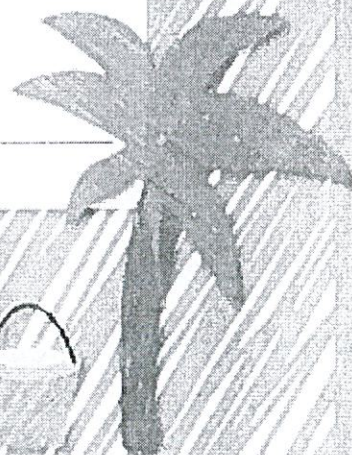# SUMMER
READING
PACKET

This packet belongs to: _____

Seventh-Grade Summer Reading List

Required Reading: All students *must* read *The Running Dream* by Wendelin Van Draanan.

Then, students have a choice between reading one of the following novels:
Restart by Gordon Korman
I Am Malala by Malala Yousafzai
Harry Potter and the Sorcerer's Stone by J.K. Rowling

Language Arts/Writing Component

After reading *both* books, students should choose *one novel* to focus on writing with their Response to Literature Graphic Organizer, located within their summer reading packet. While writing the Response to Literature, students should be answering the question, "Are people inherently good despite growing up in/facing an adverse environment?" This question should be answered in the thesis/claim and argued using the prompts in the graphic organizer. A sample essay is provided to give students an overview of how to complete the graphic organizer.

Character "Instagram" Activity

A character analysis "Instagram" Activity is provided for students to fill out. This worksheet should focus on the summer reading book that was *not* discussed within the Language Arts component (for example, if you wrote about *I Am Malala* in your Response to Literature Graphic Organizer, you should write about a character in *The Running Dream* for your Instagram Activity worksheet.

A rubric is provided at the end of each activity.

Name: _____   Date: _____

Evidence Based Writing Format

Directions: Utilize this handout to help you better understand Evidence Based Writing. This handout will also help you as you prepare to write your summer reading essay. On the following pages, you are given an example of a quality essay.

Introductory Paragraph

TAG: The first sentence or two should include a TAG (title, author, genre).

Summary: The next 2-3 sentences should summarize the text you will be writing about.

Claim: The last sentence of your introductory paragraph should be your claim. Essentially, this sentence states your basic answer to the question from the prompt or whatever you are trying to prove.

Body Paragraphs

Premise: The first sentence of each body paragraph should state a REASON that supports your claim.

Evidence: Before you cite your evidence from the text, you must introduce it. Then include facts or details from the text that support your claim.

Justification: This section should be at least 2-3 sentences explaining the evidence that you chose and WHY it supports your claim.

Concluding Sentence: This sentence should summarize and wrap up each body paragraph.

Concluding Paragraph

Restate Your Claim: Using different words from the introductory paragraph, restate your claim.

Summarize Your Evidence: Do not introduce any new evidence here.

Concluding Sentence: Write one final sentence that leaves the reader with no further questions.

Introducing a Quote from the Text

Use introductory words to introduce a quote from the text (include the comma!). These can include:
- According to the author,
- According to the text,
- The author states,
- The authors illustrates,

Using Proper Quotation Marks and Punctuation

- Quotation marks NEED to come at the beginning and end of the quote.
- The quote must be the EXACT words from the text.
- After the quote, use parentheses to cite the author's last name and page number.
- The period goes after the parentheses.
   - Example: The author describes Harry as having, "a thin face, knobbly knees, black hair, and bright green eyes" (Rowling 1).

Robert Dawson

Mrs. Plaine

English 7

10 November 2015

"Nothing Gold Can Stay" Response to Literature

Robert Frost's melancholy, yet inspiring, poem, "Nothing Gold Can Stay" (TAG) holds a somber, yet honest tone toward a universal concept that holds true to everyone. In the poem, the speaker explores the idea of impermanence through the use of nature as an extended metaphor to definitively drive his point home for the reader. (SUMMARY) The speaker wants the reader to gain a deep understanding that nothing in this life lasts forever - that impermanence is an idea and a concept that holds true for everyone at any place in life. And it is through this allusion to impermanence that the reader should also feel a sense of inspiration - one that forces him or her to enjoy the precious moments allotted to humankind while on earth. (CLAIM)

Right from the outset of the poem, (TRANSITION) the speaker makes reference to this notion of impermanence. It is as though the speaker does not want to leave any ambiguity in his words or in what his message is (PREMISE) by immediately proclaiming, (INTRODUCTION OF EVIDENCE) "Nature's first green is gold, / Her hardest hue to hold" (Frost 1-2). (EVIDENCE) Instantly, in these two lines, the speaker has alluded to the fact that this "gold" of nature is the most difficult hue to hold onto. The choice of the term "gold" also forces the reader to ponder that the speaker is making mention of something precious or worth holding on to. However, in this case, this gold hue is something that is transient, and impermanent, something that must be treasured while given the opportunity to. Thus, Frost is imparting on the reader a

vastly important message: that nothing lasts forever, and one must treasure each moment with items or people of precious and important value. **(JUSTIFICATION)**

Most importantly though to Frost's message regarding impermanence, **(TRANSITION)** is when the speaker makes an explicit reference in the poem. **(PREMISE)** The final line of the poem clearly illustrates the mortality of everything in life; **(INTRODUCTION OF EVIDENCE)** "Nothing gold can stay" (Frost 8). **(EVIDENCE)** The word choice here should not go unnoticed. Frost clearly chose to use the term "nothing" to indicate that this impermanence, that the transience of life, becomes inescapable for *everyone* and *everything*. This is an all-encompassing, universal truth regarding life. Despite the somewhat bleak and forlorn message, there is also a positive and hopeful message hidden in the text. One must read this and not feel dejected. Instead, one must read this and use Frost's message as a catalyst to enjoy each fleeting moment in life. To live a life where "carpe diem" oozes through one's pores. In brief, despite the initially perceived sadness of impermanence in this poem, Frost hopes to inspire his readers to live their life to the fullest because truly, nothing gold *can* stay. **(JUSTIFICATION)**

In closing, Frost's message regarding impermanence is that it should not be perceived in a negative, disheartening light. **(RESTATEMENT OF CLAIM)** Instead, coming to understand and grasp this concept of impermanence, allows one to fully immerse himself or herself into life and truly *live* in the moment. **(SUMMARY OF IDEAS)** Because of this underlying allusion to not taking any moment for granted, Frost's message is actually a message of hope and enlightenment, forcing the reader to cherish *everyone* and *everything* that is precious to him or her in this life. **(CONCLUDING THOUGHT)**

Name: _____   Date: _____

Evidence Tracker

Directions: Use this graphic organizer to help you track evidence from your summer reading book to prepare you for the essay you'll be writing. Make sure to always include the page from the text when using a quote or summarizing a section.

_____
Title of Literary Work

Essay Question:		
Evidence (in your own words)	**Quote from the text** (include page #)	**Justify/Analyze/Evaluate**

Name: _____   Date: _____

Response to Literature Graphic Organizer
Summer Reading Assignment

Directions: Feel free to use this graphic organizer to help you prepare for the final version of your essay.

Introductory Paragraph

Write a **TAG** (title, author, genre) or **HOOK** and brief **summary** for the piece you read.

(INDENT) _____

_____

_____

_____

_____

_____

_____

_____

Write a **claim or thesis statement**, stating your answer to the question. Don't say WHY here.

_____

_____

_____

_____

**Everything on this page goes in your introduction paragraph.*

Name: _____   Date: _____

Response to Literature Graphic Organizer
Summer Reading Assignment

<u>Body Paragraph #1</u>

Write the **first reason (premise)** for your claim or thesis.

(INDENT) _____

_____

_____

_____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text,   The author states,   The author writes,   According to the author,

_____

_____

_____

_____

_____

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

_____

_____

_____

_____

_____

_____

**Everything on this page goes in your first body paragraph..

Name: _____ Date: _____

Response to Literature Graphic Organizer
Summer Reading Assignment

Body Paragraph #2

Write the second reason (premise) for your claim or thesis.

(INDENT) _____
_____
_____
_____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text,   The author states,   The author writes,   According to the author,

_____
_____
_____
_____
_____

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

_____
_____
_____
_____
_____
_____

**Everything on this page goes in your second body paragraph..*

Response to Literature Graphic Organizer
Summer Reading Assignment

Body Paragraph #3

Write the **third reason (premise)** for your claim or thesis.

(INDENT) _____
_____
_____
_____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text,   The author states,   The author writes,   According to the author,
_____
_____
_____
_____
_____

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

_____
_____
_____
_____
_____
_____

**Everything on this page goes in your third body paragraph..

Response to Literature Graphic Organizer
Summer Reading Assignment

Conclusion Paragraph

Use a **transition word** to show the reader they have arrived at your conclusion, and then **restate your claim**, trying to use different words than your original claim.

Circle one: In conclusion,   Thus,   In the end,   To conclude,   Finally,

(INDENT) _____

_____

_____

_____

Summarize your evidence. Don't introduce any new evidence here. Simply point out one more time how the quote you chose proves your claim is true.

_____

_____

_____

_____

_____

_____

Write a **concluding sentence** that offers the reader some final insight (e.g., a lesson learned).

_____

_____

_____

_____

**Everything on this page goes in your concluding paragraph.*

Response to Literature Rubric

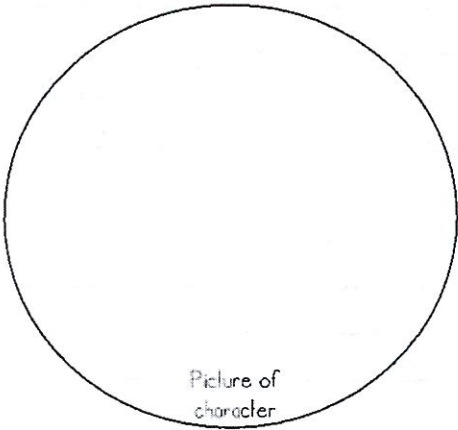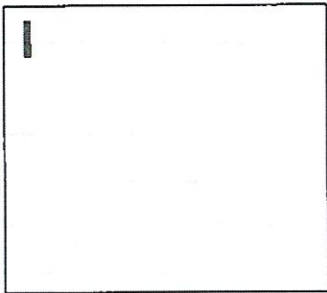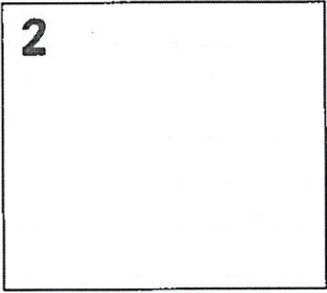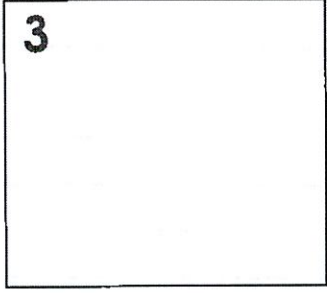| Performance	Inadequate 1	Developing 2	Adequate 3	Accomplished 4	Mastery 5
Introduction + claim (x2) ___/10	Lacks an introduction and any organizing elements of an introduction; fails to address the claim	Undeveloped introduction with poor or insufficient overview of the texts; weak, unfinished, or puzzling claim	Simple but hackneyed opening; introduction and summary of main texts included; clear claim and simple overview of main points	Convincing opening; vibrant overview of texts; clear, rational claim	Innovative, appealing opening; convincing summary of texts; well-written, detailed, engaging claim
Evidence (x3) ___/15	Evidence is not present in essay	Evidence is broad and may not always be focused on the prompt and claim	Precise evidence with occasional gaps in focus	Substantial and precise evidence; evidence is attentive in supporting the claim; any quotes are unified into body paragraphs	Captivating and evocative evidence that is tightly focused on supporting the claim and premises; evidence/quotes are effortlessly combined with the justification
Justification (x3) ___/15	No justification of examples; pure summary of text	Little or insufficient discussion of meaning of or connection to evidence	Establishes ability to justify and connect evidence, but justification is evident, petty, banal, or vague	Provides thoughtful, strong justification of evidence with occasional lapses	Provides sharp justification that explores profounder meaning between all components
Organization (x1) ___/5	No organizational elements of an essay exist	Inadequate organization; illogical paragraph division	Somewhat clear organization, but body paragraphs and transitions are irregular; conclusion may be missing	Clear organization and logic; decent transitions; nominal irregularity in paragraph focus and structure; conclusion exists, but it is basic	Flawless, rational, engaging organization with methodical development of ideas; sophisticated, lucid transitions; well-structured, concentrated paragraphs; conclusion displays clever synthesis of thoughts
Mechanics and Format (x1) ___/5	Elements of spelling, grammar, and punctuation are misunderstood	Substantial and confusing spelling, grammar, or punctuation errors that sometimes hinder ideas; constant error patterns	Errors in spelling, grammar, or punctuation, but basic ideas are clear, may have one error in formatting	Infrequent, trivial errors in spelling, punctuation, or grammar, but ideas are unblemished; observes the formatting guidelines	Few or no errors in spelling, punctuation, or grammar; varied array of sentence construction and vocabulary; observes the formatting guidelines

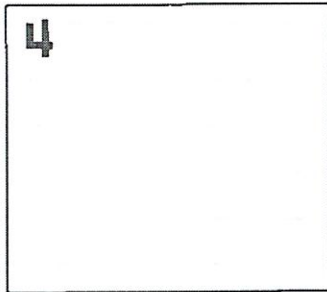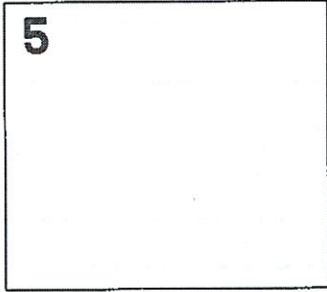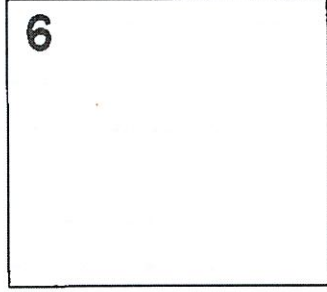_____ / 50   Teacher Comments:

_____ %

Name: _____   Date: _____

Instagram Activity

You are going to create an Instagram feed for one of the characters in your summer reading book. All of your pictures should be symbols that directly relate to your summer reading book. On the back, provide quotes from the text that support why you drew that specific symbol. In your responses, make sure to include academic vocabulary and transition phrases to help you write more (these words can be found on the rubric on the following pages). Make sure to highlight or underline any academic vocabulary words or transition words that you use!

902
posts

3621
followers

902
following

Edit Your Profile

Picture of character

Name: _____

Bio: _____

_____

Website: _____

1	2	3
4	5	6

1. _____
_____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____
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4. _____
_____
_____
_____
_____

5. _____
_____
_____
_____
_____

6. _____
_____
_____
_____
_____

INSTAGRAM ACTIVITY RUBRIC

STUDENT NAME: _____

Instagram Feed	Symbols	Responses	Academic Vocabulary	Professional Appearance
The complete bio is filled out thoughtfully and depicts the chosen character accurately.	All 6 symbols directly relate to the character and/or summer reading book. Thought and effort were put into creating each symbol.	Quotations/evidence student chose from the text support the symbol they chose to draw. Responses explain why student chose to draw that specific symbol.	Responses include academic vocabulary words and/or phrases from below. (Highlight or underline them.)	Responses must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.
Point Value:	Point Value:	Point Value:	Point Value:	Point Value:

TEACHER COMMENTS / FEEDBACK:

Total Score:

TRASITION WORDS / PHRASES TO HELP YOU WRITE MORE:

- In addition,
- On the other hand,
- For example,
- Similarly,

- Even though,
- Furthermore,
- Most important,
- Above all,

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June 2025

Dear Rising 7th Grader,

This year's Summer Math Packet includes several worksheets reviewing topics taught in your 6th grade Math class at Assumption this past year. For each topic, I have included an outline of how to complete the different skills with completed examples on the front of the worksheet. You should show your work for each problem, but if the space on the worksheet is not sufficient, please attach any additional sheets that you use. I ask that you number the problems if you do need to use additional pages to answer the problems. This packet should be completed over the summer, and returned to me on the first day of school in the fall.

I am also including one problem on a separate sheet at the end of the packet that I have labeled "Challenge." I plan to incorporate more problems of the week next year, and this "Challenge" problem is to give you an opportunity to see the type of question that could be presented to your class next year. Like sixth grade, each problem of the week will directly correspond to a lesson that I am teaching, or may circle back to previously taught skills.

My advice would be to complete 2-4 problems from each included worksheet every week until we return to school so that these skills remain fresh throughout the summer.

I will do my best to check my school email a couple times each week throughout the summer, so if you have any questions or concerns, please feel free to contact me. I look forward to teaching you again next year!

Mrs. Alicia S. Favela
Middle School Math & Science Teacher
Assumption School

alicia.favela@assumption-cs.org

Summer Math
Entering Gr. 7

ASSUMPTION SCHOOL

Name: _____

Answer the following questions <u>after</u> you have completed this packet.

1. **When did you work on the Summer Math packet?** (select the best answer)
   - ☐ I started right after school let out in June!
   - ☐ I worked on it a little each week.
   - ☐ I forgot all about it, and had to do it last night.

2. **Were there any topics that you struggled with?** (check all that apply)
   - ☐ Adding & Subtracting Decimals
   - ☐ Multiplying Decimals
   - ☐ Dividing Decimals
   - ☐ Order of Operations
   - ☐ Adding Fractions & Mixed Numbers
   - ☐ Subtracting Fractions & Mixed Numbers
   - ☐ Multiplying Fractions & Mixed Numbers
   - ☐ Dividing Fractions & Mixed Numbers
   - ☐ Comparing Integers
   - ☐ Evaluating Algebraic Expressions
   - ☐ One-Step Addition & Subtraction Equations
   - ☐ One-Step Multiplication & Division Equations
   - ☐ Problem Solving / Word Problems
   - ☐ The Challenge Problem
   - ☐ No. I remembered how to do all of these.

Adding & Subtracting Decimals

1. Write the problem vertically, lining up the decimal points.

2. Add additional zeroes at the end, if necessary, to make the numbers have the same number of decimal places.

3. Add/subtract as if the numbers are whole numbers

4. Bring the decimal point straight down

ex: $14.2 - 7.934$

$$\begin{array}{r} 14.200 \\ -7.934 \\ \hline 6.266 \end{array}$$

Multiplying Decimals

1. Write the problem vertically with the numbers lined up to the right. The decimal points do NOT need to be lined up.

2. Ignore the decimals and multiply as if the numbers are whole numbers.

3. Count the total number of decimal places in the factors and put a decimal point in the product so that it has that same number of decimal places.

ex: 6.94×7.8

$$\begin{array}{r} 6.94 \rightarrow \text{2 decimal places} \\ \times 7.8 \rightarrow \text{1 decimal place} \\ \hline 5552 \\ +48580 \\ \hline 54132 \end{array}$$

3 decimal places

54.132

Dividing Decimals

1. Write the dividend under the long division symbol and the divisor to the left of it.

2. Move the decimal point in the divisor after the number to turn it into a whole number and then move the decimal in the dividend the same number of places. Then bring it up.

3. Divide as if the numbers are both whole numbers.

4. Annex zeros in the dividend as needed until there is no remainder. If your answer is a repeating decimal, write the answer using bar notation.

ex: $25.3 \div 0.3$

$$\begin{array}{r} 84.\overline{3} \\ 0.3{\overline{\smash{\big)}\,25.3\,0}} \\ -24 \\ \hline 13 \\ -12 \\ \hline 10 \\ -9 \\ \hline 1 \end{array}$$

Order of Operations

1. Grouping Symbols (parentheses, brackets, etc.)

2. Exponents

3. Multiplication & Division (left to right)

4. Addition & Subtraction (left to right)

ex: $5 + 4(3 - 1.2)$

$5 + 4(1.8)$

$5 + 7.2$

12.2

Evaluate each expression. Show your work.

1. 5.983 + 2.99	2. 224 − 56.73	3. 6.12 − 4.923
4. 24.5 · 3.2	5. 0.23 · 7	6. 3.86 · 9.15
7. 14.8 ÷ 5	8. 46.3 ÷ 1.5	9. 147 ÷ 2.25
10. 24.33 − 2.5 · 7	11. $3.9 + 4.5^2$	12. 9.25 (18.4 − 2 · 1.2)

Solve each word problem, showing all work.

13. Jeff had $46.18 in his wallet Monday morning. He gave half of his money to his brother. He then bought two donuts for $0.75 each and a cup of coffee for $2.99. How much money did Jeff have left?	14. Five friends split a $65.20 bill at a restaurant. They also each left $2.75 for the tip. How much money did each person pay in all?

Adding Fractions & Mixed Numbers

1. Find a common denominator for the two fractions.

2. Add the two numerators and keep the denominator the same.

3. Add the whole numbers.

4. Simplify the answer and/or change improper fraction answers to mixed numbers.

ex: $3\frac{3}{4} + 2\frac{1}{2}$

$$3\frac{3}{4} = 3\frac{3}{4}$$
$$+$$
$$2\frac{1}{2} = 2\frac{2}{4}$$
$$\overline{}$$
$$5\frac{5}{4} = \boxed{6\frac{1}{4}}$$

Subtracting Fractions & Mixed Numbers

1. Find a common denominator for the two fractions.

2. Subtract the two numerators and keep the denominators the same. If the top numerator is smaller than the bottom numerator, borrow from the whole number and rename the top fraction.

3. Subtract the whole numbers.

4. Simplify the answer.

ex: $5\frac{1}{4} - 1\frac{2}{3}$

$$5\frac{1}{4} = 5\frac{3}{12} = 4\frac{15}{12}$$
$$-$$
$$1\frac{2}{3} = 1\frac{8}{12} = 1\frac{8}{12}$$
$$\overline{}$$
$$\boxed{3\frac{7}{12}}$$

Multiplying Fractions & Mixed Numbers

1. Turn any mixed numbers and whole numbers into improper fractions.

2. Cross-simplify if possible.

3. Multiply the numerators and then multiply the denominators

4. Simplify the answer and/or change improper fraction answers to mixed numbers.

ex: $2\frac{1}{6} \cdot \frac{4}{7}$

$$\frac{13}{3\cancel{6}} \cdot \frac{\cancel{4}^{2}}{7} = \frac{26}{21} = \boxed{1\frac{5}{21}}$$

Dividing Fractions & Mixed Numbers

1. Turn any mixed numbers and whole numbers into improper fractions.

2. Keep the first fraction the same, change the division to multiplication, and flip the second fraction to its reciprocal.

3. Multiply the fractions.

4. Simplify the answer and/or change improper fraction answers to mixed numbers.

ex: $7 \div 1\frac{3}{4}$

$$\frac{7}{1} \div \frac{7}{4}$$
$$\downarrow$$
$$\frac{\cancel{7}^{1}}{1} \cdot \frac{4}{\cancel{7}_{1}} = \frac{4}{1} = \boxed{4}$$

Evaluate each expression.

15. $\frac{4}{5} + \frac{3}{4}$	16. $4\frac{2}{7} + 2\frac{9}{14}$	17. $8\frac{11}{12} + 9\frac{5}{18}$
18. $6 - \frac{3}{8}$	19. $8\frac{3}{5} - 2\frac{1}{3}$	20. $4\frac{1}{6} - \frac{8}{9}$
21. $\frac{4}{25} \cdot \frac{15}{16}$	22. $2\frac{3}{4} \cdot 8$	23. $6\frac{5}{8} \cdot 3\frac{1}{2}$
24. $\frac{7}{9} \div \frac{2}{3}$	25. $\frac{4}{5} \div 10$	26. $5\frac{2}{3} \div 2\frac{5}{6}$

Solve each word problem, showing all work.

27. Jaimie ran 3 ½ miles on Monday. She ran half as far on Tuesday as she did on Monday. How far did Jaimie run in all on both days?	28. A 5 ½ quart pot is filled ⅔ of the way with water. How many more quarts of water can the pot hold?

Comparing Integers

Integers are numbers without fractional parts. They can be positive, negative, or zero. The further right a number is on the number line, the greater it is.

$$\longleftarrow \overset{|\quad|\quad|\quad|\quad|\quad|\quad|\quad|\quad|}{\underset{-4\ -3\ -2\ -1\ \ 0\ \ 1\ \ 2\ \ 3\ \ 4}{}} \longrightarrow$$

The absolute value of a number is the distance the number is from zero.

ex: compare with <, >, or =

-7 $\bigcirc$ $|-9|$ $\leftarrow$ The absolute value
                              of -9 = 9

-7 $\boxed{<}$ 9

Evaluating Algebraic Expressions

1. Substitute the given numbers for the variables

2. Evaluate the expression using the order of operations

ex: evaluate $x + 4y$ for
   $x = 4$ & $y = 6$

$4 + 4(6)$
$4 + 24$ = $\boxed{28}$

Compare the integers with <, >, or =.

29. $-4 \bigcirc -5$	30. $2 \bigcirc -2$	31. $|-5| \bigcirc |5|$	32. $-7 \bigcirc 6$	33. $-13 \bigcirc -9$
34. $|-7| \bigcirc -6$	35. $-17 \bigcirc -14$	36. $|-3| \bigcirc |-2|$	37. $0 \bigcirc -6$	38. $|-4| \bigcirc |6|$

Evaluate each expression for a = 5, b = 12, c = 10, and d = 2.

39. $2b - a$	40. $d(ab - c)$	41. $3 + \frac{b}{d}$
42. $\frac{4a}{b + 4d}$	43. $2a^2 - c$	44. $b - c + d$

One-Step Addition & Subtraction Equations

- <u>Addition Equations</u>: Subtract the number being added to the variable from both sides of the equation

$$\begin{aligned} 4 + x &= 18 \\ -4 & \quad -4 \end{aligned}$$
$$\boxed{x = 14}$$

ex:

- <u>Subtraction Equations</u>: Add the number being subtracted from the variable to both sides of the equation

$$\begin{aligned} 20 &= a - 5 \\ +5 & \quad +5 \end{aligned}$$
$$25 = a \rightarrow \boxed{a = 25}$$

ex:

One-Step Multiplication & Division Equations

- <u>Multiplication Equations</u>: Divide both sides of the equation by the number next to the variable

$$\frac{7b}{7} = \frac{28}{7}$$
$$\boxed{b = 4}$$

ex:

- <u>Division Equations</u>: Multiply both sides of the equation by the number under the variable

$$5 \cdot \frac{n}{5} = 10 \cdot 5$$
$$\boxed{n = 50}$$

ex:

Problem Solving

1. Read the problem. Identify the question that is being asked and the key information in the problem.

2. Plan how you are going to solve the problem and estimate the answer.

3. Solve the problem using the strategy of your choice.

4. Check your answer. Make sure your answer is reasonable and compare it to your estimate. Label your answer with appropriate units.

Solve each one-step equation. (Find the value of x)

45. $x + 3 = 17$	46. $x - 6 = 7$	47. $6x = 18$	48. $\frac{x}{9} = 3$
49. $5 = x - 8$	50. $48 = 12x$	51. $x + 24 = 83$	52. $17 + x = 23$
53. $10 = \frac{x}{5}$	54. $86.5 = x - 7.63$	55. $\frac{x}{6} = 11$	56. $\frac{3}{4}x = 12$

Solve each word problem using the method of your choice. Show your work.

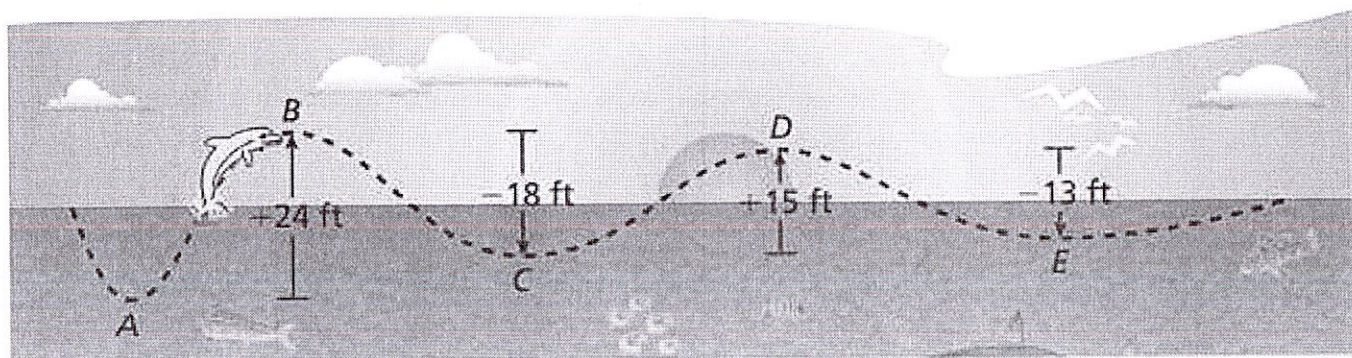|	
57. A fencing company charges $22 per foot to install a wood fence. How much will it cost to install a wood fence around a rectangular pool area that is 20 feet wide and 35 feet long?	58. A 6-inch tall plant grew ¾ of an inch one week, and twice as much the following week. How tall is the plant now?
59. Brian ordered 3 large cheese pizzas and a salad. The salad cost $4.95. If he spent a total of $47.60 including the $5 tip, how much did each pizza cost? (Assume there is no tax).	60. A cookie recipe calls for 3 ¼ cups of flour. The recipe makes 3 dozen cookies. How much flour is needed to make 144 cookies? (Note: there are 12 cookies in one dozen)
61. Ella has a box of chocolate candies. She gives ⅓ of the candies to her sister, 4 to her brother, and she eats the remaining 12 candies. How many chocolate candies were in the box originally?	62. A piggy bank contains some dimes and nickels. There are 8 more dimes than nickels in the bank. There is a total of $1.40. How many of each type of coin are in the bank?

Challenge: Dolphin Jumping Distance

Starting at point A, the path of a dolphin jumping out of the water is shown. When the dolphin jumps up out of the water, the distance is shown as a positive number. As the dolphin dives down, the distance is shown as a negative number.

a. Is the dolphin deeper at point C or point E? Explain your reasoning.

b. Is the dolphin higher at point B or point D? Explain your reasoning.

c. What is the change in elevation of the dolphin from point A to point E?

Middle School (6th-8th grade) Supply List

Religion:

- Notebook/journal
- Rosary beads

Math/Science:

- One 1" three-ring binder to be shared between the two classes
- Loose leaf three-hole paper

English Literature/Language Arts:

- Two 1" three-ring binders
- Loose leaf three-hole paper
- Colored Pencils (12 Crayola colored pencils are sufficient
- Scotch Tape (or similar brand)
- Glue sticks (2)
- Highlighters, three different colors (3) for annotating

Social Studies:

- One 1" three-ring binder
- Loose leaf three-hole paper

General Purpose:

- Dry Erase/Expo Markers (Package of at least two markers)
- Dry Erasers
- Flash drive
- Pencils and erasers*
- Letter-sized Milk crate for extra storage
- Avery plastic dividers
- Large tissue box for classroom donation (3 boxes per student)
- Paper towels for classroom donation (1 per student)
- Clorox or Lysol wipes or paper towels and spray cleaner for classroom donation (1 per student)
- A positive attitude and the willpower to work hard!

Pens are not needed and will not be allowed for use on homework or quizzes in the sixth- and seventh-grade classroom

Students will need to supply their own art materials in a labeled Ziploc bag. All bags will remain in the art room for their use only.

· 2 glue sticks
· 3 pencils, #2
· 1 hand pencil sharpener
· 1 pink pearl eraser
· 2 fine point black Sharpie marker
· 1 ultra-fine point back Sharpie marker
· 1 box of 24 color crayons
· 1 set of 36 color pencils
· 1 set of markers any kind (3rd-8th)
· 1 gallon size Ziploc bag

Please put all art items in the Ziploc bag. Label it with your child's name and grade and bring it to school on the first day.

Thank you, Mrs. Tutela