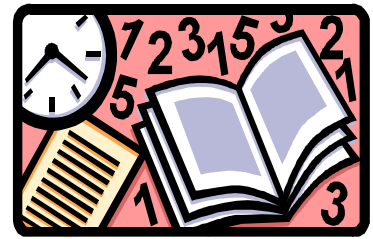


IACS  
LINN MURDOCH MIDDLE SCHOOL



SUMMER PACKET MATERIALS  
5<sup>th</sup> and 6<sup>th</sup> Grade

Summer, 2008

Dear New and Returning Students and Parents/Guardians:

We hope this summer will be a pleasant one for you. While you are enjoying your summer break, we would like you to continue using your mind muscles. To help you do this, we have enclosed the following material for you to work on during this time. These projects include:

□ **Summer Reading List and Book Log**

Every student needs to read at least four books this summer and complete a portion of the book log that reflects those readings.

SUGGESTED TIMELINE for reading completion:

Book One - suggested completion date: July 7<sup>th</sup>

Book Two - suggested completion date: July 21<sup>st</sup>

Book Three - suggested completion date: August 4<sup>th</sup>

Book Four - suggested completion date: August 18<sup>th</sup>

Complete each Book Log write-up immediately after the book has been completed.

□ **Friendly Letter**

Every student needs to write a letter to his/her teachers. These letters should be written using the friendly letter format. Students should include answers to the questions in the organizer in their final letters.



SUGGESTED TIMELINE for writing completion:

□ Friendly letter organizer/draft - suggested completion date: July 24<sup>th</sup>

□ Friendly letter mailed to IACS by AUGUST 14<sup>th</sup>

□ **Novel Project (All Students)**

5<sup>th</sup> graders: 1) Read 4 total books. One of these books must come from the list of books in your packet. 2) Read "Why the Possum's Tail is Bare" and do one of the activities described in the packet.

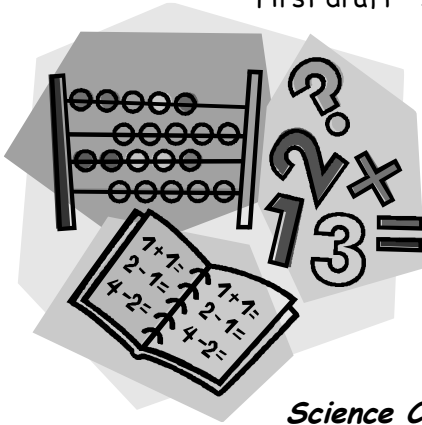
6<sup>th</sup> graders: 1) Read 4 total books. One of these books must come from the list of books in your packet. 2) Then complete one of the projects described in your packet based on the book you read from this list.

SUGGESTED TIMELINE for writing completion:

Locate and read novel - suggested completion date: July 19<sup>th</sup>

First draft - suggested completion date: August 9<sup>th</sup>

Final draft - COMPLETED BY AUGUST 16<sup>th</sup>



□ **Math Skill Practice and Problem Solving (All Students)**

Your task this summer is to look back on this year and review the important skills you will need to move ahead in the fall. More detailed information about this assignment is included in this packet.

□ **Science Current Events Project (All students)**

Your task is to find a current event related to our upcoming science projects. Get excited about what is to come! More detailed information about this assignment is included in this packet.

□ **Humanities In the News Project (All students)**

Your task is to find a current event related to the upcoming election. We'll be studying American history and government! More detailed information about this assignment is included in this packet.



○ **Spanish Exploration and Practice (Returning students and students who have never studied Spanish)**

Due to last summer's success, your Spanish exploration kit awaits you! Please complete four activities from the provided worksheet. (Students new to Spanish should try to complete two). Some activities are new, and some popular activities have been repeated from last year. Have fun and remember to practice your Spanish!

- Finally, please see the **supply list** for next year. Make sure you have these supplies on the first day of school, September 3<sup>rd</sup>!

We all look forward to seeing you back at IACS Linn Murdoch Middle School for a productive year. Enjoy your break - READ & PROBLEM SOLVE! If you have questions about this summer packet, please call Kathleen Seward, Middle School Principal (x333).

We wish you a safe and happy summer break!

Sincerely,

5/6 Team, IACS Linn Murdoch Middle School



## MURDOCH MIDDLE SCHOOL

### 5/6 STUDENT SUPPLY LIST 2008- 2009

\*Please do not purchase scented or permanent markers, liquid white out, or other scented supplies. Thank you.

*Students need the following materials:*

- One 2 ½ inch OR four 1 ½ inch, 3-ring binders. Students may choose what is most comfortable .
- One 1 ½ inch 3-ring binder for Spanish
- Oxford Beginner's Spanish-English Dictionary ISBN: 978- 0199298563 (labeled with student's name)
- 8-10 Tab Dividers
- 1 one-subject notebook for writing journal
- 1 folder to store handed back practice MCAS essays, old grammar packets, etc.
- Colored highlighters (3 or 4) for active reading
- Pencils (sufficient supply for year)
- Pens (**Blue** and **Black** for all assigned work. NO GEL OR ERASABLE PENS!)
- Loose Leaf paper
- Erasers
- A protractor
- Scissors
- 3 subject** spiral notebook for math class
- 1 composition notebook for a science journal
- Colored pencils or markers
- Hand-held pencil sharpener
- 1 USB flash drive

Suggested: 3-hole punch that clips into 3 ring binder



**DO NOT PURCHASE A HOMEWORK PLANNER. STUDENTS WILL NEED TO PURCHASE ONE AT THE BEGINNING OF THE SCHOOL YEAR AT A COST OF \$5.00. IF YOU'D LIKE TO PAY IN ADVANCE, YOU MAY MAIL IN A CHECK PAYABLE TO IACS. PLEASE MAKE SURE YOUR STUDENT'S NAME IS WRITTEN ON THE CHECK. THIS STUDENT PLANNER WILL BE USED AS A STUDENT HALLWAY PASS.**



# IACS Linn Murdoch Middle School Summer Reading Suggestions

## **Newbury Award Winners 2008:**

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/2008mediaawardwinners.cfm>

## **Middle School Recommendations:**

\* Websites listed below direct you to schools/libraries that provide a wide variety of genres for all readers.

<http://www.haisln.org/ReadingLists.htm>

<http://www.vtnea.org/vtnea15.htm>

<http://www.bpl.org/kids/summerlists/index.htm>

## **Poetry recommendations:**

<http://207.239.98.44/mspoetry.htm>

<http://falcon.jmu.edu/~ramseyil/poemiddle.htm>

## **Non-Fiction recommendations:**

[http://pbskids.org/itsmylife/school/middleschool/print\\_books.html](http://pbskids.org/itsmylife/school/middleschool/print_books.html)

# FRIENDLY LETTER ORGANIZER



PLEASE SEND YOUR 5/6 TEACHERS A LETTER TELLING THEM ABOUT YOURSELF. THIS LETTER SHOULD INCLUDE ALL THE ELEMENTS OF A FRIENDLY LETTER THAT ARE LISTED BELOW. USE THIS ORGANIZER AS A TOOL IN PREPARING TO WRITE THE FINAL DRAFT OF YOUR LETTER. THE FINAL DRAFT SHOULD BE COMPLETED ON WHITE LINED PAPER.

## PARTS OF A FRIENDLY LETTER

**HEADING** THE HEADING INCLUDES YOUR ADDRESS AND THE DATE. WRITE IT IN THE UPPER RIGHT HAND CORNER.

**SALUTATION** THE SALUTATION (GREETING) SHOULD BE: *DEAR TEACHERS,*

**BODY** THE BODY OF THE LETTER CONTAINS YOUR THOUGHTS. INDENT EACH PARAGRAPH AND BEGIN WRITING ON THE SECOND LINE AFTER THE SALUTATION.

**CLOSING** WRITE THE CLOSING (*SINCERELY, YOURS TRULY, ETC.*) TWO LINES BELOW THE BODY OF YOUR LETTER. CAPITALIZE ONLY THE FIRST WORD AND FOLLOW THE CLOSING WITH A COMMA.

**SIGNATURE** PUT YOUR SIGNATURE UNDER THE CLOSING.

FROM: KEMPER, D. ET AL. (2000). WRITERS EXPRESS: A HANDBOOK FOR YOUNG WRITERS, THINKERS, AND LEARNERS. GREAT SOURCE EDUCATION GROUP, INC.: WILMINGTON, MA.

---

*(street address)*

---

*(city, state ZIP code)*

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*(date written out)*

Dear Teachers,

- *Introduction*
  - *For new students: Introduce yourself! You can tell about various topics: your age, your town, your family, your pets, your hobbies, your interests, and more.*
  - *For returning students: Greet your teachers and describe one new friend, skill, or idea that you gained this summer.*
- *Write about a summer highlight! Describe something that happened and try to use the five senses to describe what it was like. What made this a special or important moment?*
- *Write about school. Are you looking forward to September? What are your favorite subjects? What are your goals for next year?*

Sincerely,

\_\_\_\_\_ *(your signature)*

**Summer Packet 2008**  
Language Arts 6<sup>th</sup> Grade

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We can't wait to read with you next year. In preparation for English Language Arts, science project, and humanities project, there are several book selections listed below.

This summer, your task is to read **four** books and record information about these books in your book log. **One of the books you read must be chosen from the list below.**

You must then complete one of the projects below based on your book selection.

Tsunami: The True Story of an April Fool's Day Disaster by Gail Langer Karwoski

The "Tsunami in the Schoolyard" prompted American scientists to create a tsunami warning system for the Pacific basin. But a warning system can only be effective if the public is informed. This is true for all types of disasters, as well as tsunamis.

The Watsons Go To Birmingham by Christopher Paul Curtis

The ordinary interactions and everyday routines of the Watsons, an African American family living in Flint, Michigan, are drastically changed after they go to visit Grandma in Alabama in the summer of 1963.

Dragon Rider by Cornelia Funke

Firedrake, a brave young dragon, his loyal brownie friend Sorrel and a lonely boy called Ben embark on a journey. Little do they know that the greatest enemy is upon them. This is a monster from the past that has been waiting to destroy the last dragons on earth.

Toliver's Secret by Esther Wood Brady

When her grandfather is injured, 10-year-old Ellen Toliver replaces him on a top-secret patriotic mission. Disguised as a boy, she attempts to smuggle a message to General George Washington.

**\*\*** My Brother Sam is Dead by James Lincoln Collier

Timothy (Tim) lives the Connecticut colony during the Revolutionary War. His brother, Sam, is a soldier for the revolutionaries although he is going against his father, who is a Loyalist. This is Newbury Award winning story of struggles during the American Revolution.

Sixth Grade Secrets by Louis Sachar

What is truth? How can people's beliefs or other outside influences sway people's judgment of the truth? *Sixth Grade Secrets* is a playful book that investigates how secrets can affect people's perception of what is true and what is not.

**\*\*** = a challenging read

**PROJECT OPTIONS**

- Write the diary a main character might have written. Imagine you are the character from the book, using vivid details write a diary for five days, as the character would have done.

- Create a timeline that presents the events of the novel in the correct order. Include at least 10 events and an illustration for each one.
- Make a comic strip containing at least six important events from the novel. On another piece of paper, write a brief description of what is happening in each scene and why it was important in the book.
- Write lyrics about one of the main characters that can be sung into a simple song - Twinkle, Twinkle or Row, Row, Row, Your Boat, for example. Make sure the lyrics include important information about the character and the events of the book. Feel free to write multiple verses.

**Assessment:**

\*Creativity and uniqueness

\*Content

\*Quality / effort / neatness

\*Understanding (does your project relate to the story and illustrate that you understand it?)



Student Name: \_\_\_\_\_ Homebase: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

**IACS Linn Murdoch Middle School**

**6<sup>th</sup> Grade Reading Log**

**SUMMER**

Book No.	Date	Title	Author
1			
Which character in this story most inspires you and why?			

Book No.	Date	Title	Author
2			
If you could describe each character in 1 word, what would it be and why?			

Book No.	Date	Title	Author
3			
Which character would you like to be, and why?			

Book No.	Date	Title	Author
4			
What was an obstacle that one of the characters had to overcome?			


If you fill out your entire reading log, please continue listing additional books below.

**Title**

**Author**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

# Summer Packet 2008

## Grade 6 Math Skills

**If you feel you need more space to complete any of the problems feel free to complete them on loose leaf paper and attach to the packet. Be sure to organize and number your work for each problem.**

Section I: Fractions, Least Common Multiples, and Greatest Common Factors. For each of these problems please show all of your work. Whenever possible, reduce fractions to their simplest form.

<p>Like Denominators:</p> $\frac{1}{5} + \frac{2}{5} =$	<p>Like Denominators:</p> $\frac{3}{8} - \frac{1}{8} =$	<p>Like Denominators:</p> $\frac{7}{6} - \frac{3}{6} =$
<p>Unlike Denominators:</p> <p><u>Example:</u></p> <p>What is the least common multiple of 3 and 4?</p> <p><b>12 because 12 is the smallest number 3 and 4 can go into evenly.</b></p>	<p>Unlike Denominators:</p> <p><u>Example:</u></p> $\frac{2}{3} + \frac{1}{4}$ $\frac{\underline{2}}{\underline{11}} + \frac{\underline{1}}{\underline{3}} = \frac{\underline{8}}{\underline{12}} + \frac{\underline{3}}{\underline{12}} =$ <p>(The fractions have been rewritten as equivalents with common denominators before addition.)</p>	<p>Unlike Denominators:</p> <p><u>Example:</u></p> $\frac{3}{4} - \frac{1}{3}$ $\frac{\underline{3}}{\underline{4}} - \frac{\underline{1}}{\underline{3}} = \frac{\underline{9}}{\underline{12}} - \frac{\underline{4}}{\underline{12}} = \frac{\underline{5}}{\underline{12}}$ <p>(The fractions have been rewritten as equivalents with common denominators before subtraction.)</p>
<p>1) What is the least common multiple of 5 and 4?</p>	$\frac{3}{4} + \frac{2}{5}$ <p style="text-align: center;">-</p>	$\frac{2}{5} - \frac{1}{4}$

<p>2) What is the least common multiple of 7 and 2?</p>	$\frac{1}{2} + \frac{1}{7}$ <p>-</p>	$\frac{1}{2} - \frac{2}{7}$
<p>3) What is the least common multiple of 6 and 3?</p>	$\frac{1}{3} + \frac{2}{6}$ <p>-</p>	$\frac{5}{6} - \frac{1}{3}$
<p>4) What is the least common multiple of 7 and 3?</p>	$\frac{1}{3} + \frac{3}{7}$ <p>-</p>	$\frac{6}{7} - \frac{2}{3}$
<p>5) What is the least common multiple of 5 and 3?</p>	$2\frac{1}{3} + 1\frac{1}{5}$ <p>-</p>	$\frac{6}{5} - \frac{2}{3}$

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Section II: Multiplication and Division. Please make sure you show ALL of your work. Do not use calculators for this section. If you have a remainder, you may list it. (You do not need to convert the remainder to a decimal.)

<p>6. <math display="block">\begin{array}{r} 34 \\ \times 7 \\ \hline \end{array}</math></p>	<p>7. <math display="block">\begin{array}{r} 58 \\ \times 10 \\ \hline \end{array}</math></p>	<p>8. <math display="block">\begin{array}{r} 180 \\ \times 18 \\ \hline \end{array}</math></p>	<p>9. <math display="block">\begin{array}{r} 155 \\ \times 79 \\ \hline \end{array}</math></p>
<p>10. <math display="block">\begin{array}{r} 21.5 \\ \times 7 \\ \hline \end{array}</math></p>	<p>11. <math display="block">\begin{array}{r} 110 \\ \times 0.11 \\ \hline \end{array}</math></p>	<p>12. <math display="block">\begin{array}{r} 1.80 \\ \times 0.18 \\ \hline \end{array}</math></p>	<p>13. <math display="block">\begin{array}{r} 1.55 \\ \times 7.9 \\ \hline \end{array}</math></p>
<p>14. <math display="block">\begin{array}{r} 55.5 \\ \times 2.22 \\ \hline \end{array}</math></p>	<p>15. <math display="block">\begin{array}{r} .625 \\ \times .212 \\ \hline \end{array}</math></p>	<p>16. <math display="block">\begin{array}{r} 7.18 \\ \times 27.0 \\ \hline \end{array}</math></p>	<p>17. <math display="block">\begin{array}{r} 43.2 \\ \times 3.91 \\ \hline \end{array}</math></p>
<p>Long Division</p> <p>18. <math display="block">3 \overline{) 669}</math></p>	<p>Long Division</p> <p>19. <math display="block">8 \overline{) 6416}</math></p>	<p>Long Division</p> <p>20. <math display="block">7 \overline{) 2884}</math></p>	

<p>Long Division</p> <p>21.</p> $9 \overline{) 3213}$	<p>Long Division</p> <p>22.</p> $11 \overline{) 10021}$	<p>Long Division</p> <p>23.</p> $13 \overline{) 585}$

Section III: Decimals and Percents. Please make sure you show ALL of your work.

Express each decimal as a percent. Example:  $0.55 = 55\%$

24.  $0.37 =$

25.  $0.786 =$

26.  $1.04 =$

27.  $0.29 =$

28.  $2.34 =$

29.  $0.8 =$

Express each percent as a decimal. Example:  $45\% = 0.45$

30.  $13\% =$

31.  $7.5\% =$

32.  $66.7\% =$

33.  $55.5\% =$

34.  $160\% =$

35.  $0.184\% =$

Express each decimal as a fraction in simplest form. Example:  $0.80 = \frac{80}{100} = \frac{8}{10} = \frac{4}{5}$

36.  $0.20 =$

37.  $0.75 =$

38.  $0.90 =$

39.  $1.50 =$

40.  $0.45 =$

41.  $0.05 =$

Section IV: Word Problems. For all of these problems, make sure you show *how* you arrived at your answer. There are *multiple* ways to solve these problems (charts and/or diagrams can sometimes help), so do everything you can to explain *your* work.

42. A late night comedian once joked, "Marshmallows are made of 80% air? How smart are we for selling air?" What fraction of a marshmallow is air?

43. Murdoch Middle School 6<sup>th</sup> graders were given a survey to see which class was their favorite. One class was on a field trip, so only 50 students took the survey. Of those 50 students, 60% (or 60 out of 100) said that math was their favorite class. How many students voted for math?

44. Murdoch Middle School has 6 Homebases on the 5/6 wing. During the summer ice cream social, an average of 19 students per homebase attends. If we assume everyone who attends wants ice cream, how many students are going to be served ice cream that night?

If one tub of ice cream feeds 12 students, how many tubs of ice cream are needed just to feed the MMS 5/6 graders?

How do you need to handle the remainder?

45. Jim ordered pizza from Sal's and it was cut up into 8 even slices. Leigh ordered pizza from Amici's and it was cut up into 12 even slices. If Jim ate 6 slices of his pizza, and Leigh ate 9 slices of her pizza, who (if anyone) ate more pizza? Please make sure you show your work to solve this problem.

# SCIENCE IN THE NEWS



*Science is happening all the time as scientists make new discoveries or understand the way something works more clearly. That's what makes it so exciting! In this assignment, you will research a current event related to one of the topics we will be studying this year- environmental science or engineering.*

*Environmental science is the study of the world around you- how living things interact with each other and their environment. Many issues affect our local environment and the living things in it. Some topics you might wish to explore are: water or air pollution, global climate change, deforestation, biodiversity, endangered species, or any other factor that affects our environment or relates to interactions of living things. You may want to look for factors affecting the environment in your own backyard!*

*Engineering is using technology and scientific knowledge to solve problems. "Everyone knows things like cars, computers, airplanes, and bridges are all products of imaginative engineering. But so are bubble gum, baseball bats, movie special effects, roller coasters, and synthetic human tissue replacements. Engineers have a hand in designing, creating, or modifying nearly everything we touch, wear, eat, see, and hear in our daily lives." (from <http://www.engineeringk12.org/>)*

## **Steps to Success**

- 1. Find a news article about either environmental science or engineering. It can be about anything related to science that interests you. It must be from a reputable source—a major newspaper (The Boston Globe, the New York Times, etc.), a news magazine (Time, Newsweek, Popular Science, National Geographic Kids), or a news websites. Some suggestions are listed below. You could also use a profile of a particular type of engineer and discuss what their career is like in your summary.*

*Time for Kids <http://www.timeforkids.com>*

*Science News for Kids*

*<http://www.sciencenewsforkids.org/pages/archive.asp>*

*NY Times Learning Network*

<http://www.nytimes.com/learning/students/pop/index.html>

*CNN Student News*

<http://www.cnn.studentnews.com/fyi/index.html>

*National Geographic Kids* <http://www.nationalgeographic.com/kids>

*Cool profiles of different types of engineers*

<http://www.engineeringk12.org/students/default.php>

<http://www.discoverengineering.org/>

2. *Read the article and make sure you can understand it. Use a dictionary to look up any words you don't know and discuss the article with an adult family member.*
3. *Cut it out neatly with scissors and mount it on a piece of construction paper.*
4. *Write a 1-2 paragraph summary of the article IN YOUR OWN WORDS. Focus on the main point of the article and write as if you were explaining it to someone else that hadn't read the article.*
5. *Find at least 2 science-related vocabulary words in the article to define using a dictionary or science book. Record the word and its meaning.*

*Write neatly on lined paper or type. Proofread it to make sure there are no spelling or grammar mistakes.*

# “A NEW PRESIDENT? REALLY?”

## HUMANITIES IN THE NEWS



*In the fall, we will be studying American history and government. Right now, our country is preparing to elect a new President, and we want to learn about that process. Please find a news article about politics or the upcoming election, and bring it in to school. Write a brief journal response about your article.*

### ***Steps to Success***

6. *Find a news article about politics or the upcoming election. It must be from a reputable source—a major newspaper (The Boston Globe, the New York Times, etc.), a news magazine (Time, Newsweek, Popular Science, National Geographic Kids), or a news websites. Some suggestions are listed below.*

\* *Time for Kids* <http://www.timeforkids.com>

\* *NY Times Learning Network*  
<http://www.nytimes.com/learning/students/pop/index.html>

\* *CNN Student News*  
<http://www.cnn.studentnews.com/fyi/index.html>

7. *Read the article and make sure you can understand it. Use a dictionary to look up any words you don't know and discuss the article with an adult family member.*

8. *Cut it out neatly with scissors and mount it on a piece of paper. It should have 3 holes to fit in a binder.*

9. *Write a one paragraph response to the article. Write neatly on lined paper or type, and then attach this to the same page with the article (underneath, or on the back). The response should include one of three options:*

a. *A summary of the article IN YOUR OWN WORDS. Focus on the main point of the article and write as if you were explaining it to someone else that hadn't read the article.*

b. *Your opinion about what is happening.*

c. *Both a summary and an opinion.*

*10. Proofread it to make sure there are no spelling or grammar mistakes.*



## ¡Español en el Verano! 5<sup>th</sup> and 6<sup>th</sup> Grade

Below is a description of six activities to work on during the summer months. **Select 4 activities and complete them during the summer.** Pace yourself so that you are practicing and exploring Spanish throughout the summer. Make sure you save all the items that you collect throughout your exploration. Place all your items in your summer packet folder and bring it with you on the first day of school. ¡ Buena suerte y diviértate!

<p style="text-align: center;"><input type="checkbox"/> <b><u>Palabras en español</u></b></p> <p>Take a piece of paper or a memo pad and carry it with you on your travels. Whether you stay local or travel somewhere, there will be words in Spanish that you will see and may recognize. <u>Make a list of the words that you recognize and a list of new words that you learned.</u> Place the list in your summer packet folder. You may need the help of a dictionary.</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Restaurante</u></b></p> <p>Go to a restaurant that serves food from a Spanish speaking country. <u>Try to order your food in Spanish. If you don't know some of the words, ask your server if he/she speaks Spanish and can help with the pronunciation. Thank your server in Spanish. Before you leave, make sure your server signs your sheet proving that you ate at their restaurant.</u></p> <p>Restaurant's name: _____</p> <p>Signature of server: _____</p>	<p style="text-align: center;"><b><u>¿Qué quieres aprender?</u></b></p> <p>Write your teacher a short letter telling her what you would like to learn in Spanish next year. You may may make a list of cultural ideas and places that you want to learn about, and or grammar points that you'd like to understand better. Also include some details about what you feel you learned in Spanish during last school year.</p>
<p style="text-align: center;"><input type="checkbox"/> <b><u>Una foto</u></b></p> <p>Take a snapshot of an event or place you visit during this summer. <u>Label 10 different things in the photo in English with the Spanish translation.</u> You may need the help of a dictionary. Place the labeled photo in your summer packet folder.</p> <p><b>** Challenging:</b> Returning students, may want to try to put together a simple sentence describing the picture on a piece of paper.</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Una receta</u></b></p> <p>Find a recipe for food from a Spanish speaking country in a cookbook, on the internet, or in a magazine. Make the food with someone in your family. While you are cooking see how many ingredients you recognize in Spanish. <u>Make a list telling us what you made, the ingredients and if you liked or did not like the food and why.</u></p> <p>¡Buen Provecho!</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Mi casa</u></b></p> <p>Pick a room in your house and label at least 10 items in the room. You may find that sticky notes work best for labeling. <u>When you are done, take a picture and place it in your summer packet folder.</u> You may need the help of a dictionary.</p>