

Eric Rosen
*Junior/Senior High School
Principal*
Michael J. Renner
Assistant Principal
Jennifer Arcolesse
Assistant Principal
Joseph C. Cramp, Jr.
*Director of Athletics &
Student Activities*

HADDON HEIGHTS Junior/Senior High School

301 Second Avenue, Haddon Heights, NJ 08035
PHONE (856) 547-1920 / FAX (856) 547-6808

June 2018

Dear Parents and Guardians:

I hope you and your student are enjoying the conclusion of the 6th grade year with Haddon Heights School District. As your student prepares to make the transition from his/her elementary school to the Junior High, remember that your support for reading experiences at home will help your child continue to grow as a reader, writer, thinker, and learner.

As you plan for the summer, please consider the literacy experiences your child will have in these months away from the classroom. This summer if your child is entering 7th grade in the fall, we ask that your student read (at least) the novel *Seedfolks* by Paul Fleischman and complete the attached summer reading assignment. We also encourage your student to select other books for enjoyment and enrichment during summer, but only *Seedfolks* will be the required reading.

Thank you for your support, and welcome to the Haddon Heights Junior High School! Feel free to contact me with any questions.

Sincerely,



Jeff Bravo
bravoj@hhsd.k12.nj.us

Our Mission

The Haddon Heights Public Schools will educate students to approach the future as confident, creative, ethical, and productive individuals by providing challenging and enriching learning experiences.

An Equal Opportunity Employer

Seventh Grade Summer Reading Assignment

Topic: Symbolic Collage of *Seedfolks* **Due Date:** First week of school

Requirements:

1. Student **should read the book *Seedfolks*** by Paul Fleischman
2. Students will create a collage, which is an artistic representation using various materials glued to a surface. The collage may be objects, scraps of paper, photographs, drawings, or magazine/newspaper clippings glued together on poster board **no less than 12" by 12."**
3. Students will **choose 10 of the characters from the list below to include in their collage:** *Kim, Ana, Wendell, Gonzalo, Tio Juan, Leona, Sam, Virgil, Sae Young, Curtis, Royce, Nora, Mr. Myles, Maricela, Amir, Florence*
4. Each of the chosen 10 characters need to be visually represented in a specific way. **Students should choose a symbol that either represents what the character learned from participating in the garden or what the character gave to the garden.** They must include the name of each character near the symbol they chose, so it is easy for viewers to match the character to the corresponding symbol.
5. Students are **not** allowed to use objects from the cover or the plants the characters grew as symbols on their poster. The assignment is intended to get students thinking creatively about the characters they meet in the book.
6. Posters will be displayed in the Junior High Hallway during the beginning of the school year, but students will **NOT** be asked to make a formal presentation or speech. They will receive a grade for their poster based on the above requirements. See the back for the rubric.

Helpful tips

Symbol – (noun) something that stands for or represents something else

The symbols students use may be objects, colors, shapes, animals or other artifacts relevant to specific characters. The following examples may be helpful:

A crown and the color purple symbolize royalty. A lion symbolizes strength.

A circle symbolizes unity.

One option students have is to use the flag of a character's native country to symbolize the diversity the person brought to the garden. Students should **NOT** use a flag for every character, but using a flag for a couple of them is a great idea.

REMEMBER TO ENJOY THE SUMMER!

Visual Collage Rubric

CATEGORY	4	3	2	1
Overall Impression	The collage fully communicates the author's understanding of the characters clearly and creatively. All 10 characters are represented.	The collage communicates some aspects of the author's understanding of the characters. All 10 characters are represented.	The collage presents words and images that relate to the characters, but it relies on general observations. 8 characters or fewer are represented.	The collage does not adequately communicate the author's understanding of the characters. 6 characters or fewer are represented.
Specific Words and Images	All words and images are related to the topic and make it easier to understand the author's perspective.	All words and images are related to the topic and most make it easier to understand the author's perspective.	All words and images relate to the topic.	Words and images do not relate to the topic.
Design	Graphics are trimmed or cropped to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the collage.	Graphics are trimmed or cropped to an appropriate size and interesting shape and are arranged with some items in front and others behind. The collage however does not appear balanced.	Graphics have been trimmed or cropped to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed or not cropped OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.
Technical Construction	The collage shows considerable attention to construction. The collage is exceptionally attractive in terms of design, layout, and neatness.	The collage shows attention to construction. The collage is attractive in terms of design, layout and neatness.	The collage shows some attention to construction. The collage is acceptably attractive though it may be a bit messy.	The collage was put together sloppily. The collage is distractingly messy or very poorly designed. It is not attractive.