



To: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Parents

From: The Junior High Team - Mr. Richardson, Sr. Tho,  
Mrs. Dyogi

May 30, 2022

Dear Parents,

Congratulations to your children for finishing the 2021-22 school year! It has been a joy teaching them and watching them grow these past ten months. We also welcome the incoming 6<sup>th</sup> graders to junior high as they continue their journey here at St. Anthony of Padua!

Please review the **Junior High Summer Projects**, which are required assignments for each student. The completed work will be due on the first day of school and will count as the first grades for Reading, Language, Math, Science, Social Studies, and Religion.

The **Junior High Supply List** is also provided so that you can begin to purchase materials for the school year. Note that we will provide school-owned combination locks for their lockers, so you do not need to purchase a lock or bring back locks they have used this year.

In August/September, we will review Junior High policies regarding the following topics (\*found in Parent/Student Handbook online):

- Homework/Classwork\*
- Conduct\*
- Uniforms\*
- Classroom procedures
- Rotations and schedules

We appreciate the support you continue to give to your child's education. Please feel free to email any of us with any questions or concerns. You can find our contact information on the Teacher Blogs at [stanthonygardena.org](http://stanthonygardena.org). Thank you and enjoy your summer!

*St. Anthony of Padua, pray for us!*

# 7<sup>th</sup> + 8<sup>th</sup> GRADE SUPPLY LIST 2022-23



## MATERIALS FEES

- \$5 for Student Planner (from school office)
- \$10 student lock (from school office)

CLASSROOM SUPPLIES – will be collected from each student on the 1<sup>st</sup> day of school

- White copy paper (1)
- Tissue boxes (1)
- Clorox wipes (2)
- Hand wipes (1)
- Emergency kit (labeled large Ziplock bag with
  - o 2-3 pint-sized water bottles and 2-3 non-perishable snacks)

INDIVIDUAL SUPPLIES – for students to keep and replace as needed

- Chromebook
- Pencil pouch
- Wood or mechanical pencils (pack of 12+ lead)
- Pencil sharpener
- Erasers
- Blue/black pens (pack of 5+)
- Red pens (pack of 3+)
- Highlighters (3)
- Colored pencils (pack of 12)
- White-out tape
- College-ruled paper (500-count)
- Scissors
- 12-inch Ruler (inches and centimeters)
- Glue sticks (3)
- Whiteboard 9”x12”
- Small whiteboard eraser (exp. lonely sock, piece of cloth)
- Expo/White board markers (one-8pk)
- earbuds

## MATH & SCIENCE

- (2) white 1-inch 3 ring binder w/ pocket tab dividers
- college ruled papers - reinforced - 500 count 2pk

## SOCIAL STUDIES & RELIGION

- A Catholic Youth bible
- 2 5-STAR Notebooks with 5 sections (color – RED)
- pocket folder (color RED)

## ENGLISH/LANGUAGE ARTS

- Novels (\*available online at amazon.com)
  - o **7<sup>th</sup> Grade:** *The Magician's Nephew* by C.S. Lewis (Summer Reading in the Narnia book set) + *The Chronicles of Narnia book set* by C.S. Lewis
  - o **8<sup>th</sup> Grade:** *The 7 Habits of Highly Effective Teens* by Sean Covey (Summer Reading) + *In the Face of Darkness: The Heroic Life and Death of Mother Luisita* by Sister Timothy Marie Kennedy, O.C.D.
- 1 Spiral 70-page Notebook (color - BLACK)
- 1½-inch 3-ring View Binder (color - BLACK)
- 5-tab Dividers for binder (any color)

MUSIC & PE - Please refer to Mrs. Garcia's and Mrs. Rubalcava's syllabus

## WEBSITES TO BOOKMARK ON CHROMEBOOK:

- STAR Testing / Accelerated Reader / Freckle (<https://global-zone52.renaissance-go.com/welcomeportal/306665>)
- St. Anthony of Padua – Teacher websites (<http://www.stanthonygardena.org>)
- Gradelink (<http://gradelink.com>)
- Socrative (<http://socrative.com>)
- Math (<https://aaamath.com>)
- Social Studies online book ([https://student.teachteci.com/student/sign\\_in](https://student.teachteci.com/student/sign_in))
- Religion prayer app: hallow.com
- Google Classroom



# 7<sup>th</sup> Grade 2017 SUMMER READING

Dear Parents and Students of the Class of 2024,

First, congratulations on finishing the 2021-22 school year! I hope all of you enjoy your summer and come back in August refreshed, focused and prepared for the joys and challenges of 7th grade.

As you may know, part of the preparation for 7th grade English Language Arts is summer reading. Every student is required to read the novel *The Magician's Nephew* by C.S. Lewis. The book's content is fitting for this age group, and we will use it at the beginning of the year to review the literary elements. Our discussions and analysis in August and early September will focus on the elements of plot, setting, theme, and characterization that set the foundation for the year's curriculum. ***PLEASE NOTE: The Junior High Supply List asks for The Chronicles of Narnia Set, which includes The Magician's Nephew. You do not need to order this separately!***

To be completely prepared for the start of the school year, the students need to arrive at school with the following:

- **The Magician's Nephew WORKSHEET PACKET**
- **Writing Our Catholic Faith Handwriting book p.1-40**

**These will be the first graded assignments for the year, so please make sure that they are completed neatly and thoroughly.**

The students have been briefed on these requirements and understand how to create a plot diagram. The students will use their character notes to create character profiles once they return to school. There will be a comprehension test on the novel as well.

Thank you for your time and support. The students will enjoy the novel and the analysis we do in class. The theme of the story is relevant and the novel is a great opportunity to prepare the students for the upcoming year.

Sincerely,

*Mrs. Dyogi*

Junior High English Language Arts/6<sup>th</sup> grade Homeroom

Email: [mdyogi@stanthonygardena.org](mailto:mdyogi@stanthonygardena.org)

Website: <http://www.stanthonygardena.org/wp/sixth-grade/>

## Junior High Summer Math Assignment

Students are to complete 100% of last years curriculum and summer bridge assignments. This will count as a project grade. Due the first Friday we come back in person.

### ST Math: Summer Bridge Grade 6

Games included:

- Build a Monster – Understand ratio concepts and use ratio reasoning to solve problems
- Number line Exponents – Evaluate numerical expressions involving whole- number exponents
- Wall Factory – Identify the mathematical structure of an expression
- Solving One-Step Equations – Solve mathematical problems of the form  $x + p = q$  and  $px = q$
- Decimal Multiplication and Division – Build conceptual understanding of multiplication and division with decimals

### ST Math: Summer Bridge Grade 7

Games included:

- Frac Wall – Build conceptual understanding of problems of the form  $px + q = r$
- Solving Two-Step Equations – Solve problems of the form  $px + q = r$  where  $p, q,$  and  $r$  are specific rational numbers, including negatives and fraction.
- Linear Balloons Match Equation – Represent linear equations using lines on the Coordinate
- Linear Transform Table – Solve functions of the form  $px + q = r$
- Percent Solve Multi-Step – Solve multi-step mathematical problems posed with rational numbers in any form (including fraction, decimal, and percent)

### ST Math: Summer Bridge Grade 8

Games included:

- Variable Stacks – Solve Linear Equations with unknown on both sides of the Equation
- Linear Transform Table – Construct a function to model a linear relationship between two quantities
- Linear Balloons – Represent linear functions using lines on the coordinate plan and equations
- Variable Stacks Multiple Variables – Solve Linear Equations
- Polynomial Fill – Factor a quadratic expression

## Junior High Summer Science Project

This will count as a project grade. Due the first Friday we come back in person.

1. Choose one of the following summer science ideas. (You can choose another beyond this list.)
2. Give it a try and have fun!
3. Take some pictures.
4. Write about what happened and what you discovered.
5. Submit pictures and a summary of what you did and discovered on a Google Doc or Slides.

## SUMMER SCIENCE IDEAS

(<https://learning-center.homesciencetools.com/article/summer-science-projects/>)

- [Balloon Rocket Car](#)
- [Beach, River, and Lake Activities](#)
- [Build a Wormery](#)
- [Compass Activities](#)
- [Experimenting with Saltwater Density](#)
- [Flower Dissection](#)
- [Grow Stalactite Crystals](#)
- [Homemade Ice Cream in a Bag](#)
- [Make a Butterfly Feeder](#)
- [Make an Insect Collection](#)
- [Make a Model Roller Coaster](#)
- [Make Quicksand](#)
- [Make a Water Wheel](#)
- [Nature Scavenger Hunt](#)
- [Solar Oven from a Pizza Box](#)
- [Solar Water Purifier](#)
- [Sun Prints](#)

# The Magician's nephew

Chapters 1 & 2

## Vocabulary

|                           |                              |
|---------------------------|------------------------------|
| _____ cistern-p. 6        | a. ridiculous                |
| _____ destiny-p. 21       | b. brave/honorable qualities |
| _____ noble-21            | c. fate                      |
| _____ preposterous- p. 25 | d. storage tank for water    |
| _____ chivalry-p. 27      | e. great character           |

## Q & A:

1. The action in this story begins in a large city; identify the city.

\_\_\_\_\_

2. Why was Digory miserable?

\_\_\_\_\_

3. The children were frightened when Uncle Andrew locked them in because *this action was unlike something a grown-up would do.*

a. *Inference:* What does the sentence printed in italics mean?

\_\_\_\_\_

b. How do grown-ups usually act?

\_\_\_\_\_

4. Uncle Andrew told Digory that common rules did not apply to men who possess hidden wisdom.

a. *Inference:* Is his statement true?

\_\_\_\_\_

b. Did Digory think Uncle Andrew's statement was true? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

c. What can you learn from this situation?

\_\_\_\_\_

5. In Chapter 2, Uncle Andrew accused Digory of looking at the situation from the wrong point of view.

a. Describe Uncle Andrew's point of view.

---

b. Describe Digory's point of view.

---

6. Explain how C.S. Lewis includes you in his story.

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### **Idiom**

An idiom is a group of words that has a different meaning than the meanings of the individual words.

Uncle Andrew told Digory that he hoped that Digory was not given *to showing the white feather* (pg. 27).

What do you think the words in italics mean?

### **Bible Application:**

Read these Bible verses: Psalm 119:2, 9, 105, 127-128, 165.

1. Uncle Andrew believed that he possessed hidden wisdom, so he was free from common rules. What do these verses say is wise?

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## Literature Analysis : Suspense

- Suspense is a feeling of anticipation about what is going to happen. Although suspense occurs often in fictional writing, a popular place for authors to use suspense is at the end of chapters (this compels readers to continue reading).
- C. S. Lewis was a master at creating suspense in his books.

\* Fill in the Suspense Chart when you find suspense at the end of a chapter. Continue working on this chart as you read through the book.

| <b>SUSPENSE IN The Magician's Nephew</b> |   |
|--|---|
| <b>Chapter #</b>                         | <b>One-sentence description of the suspense; question(s) that keeps you reading</b> |
| Chapter 1                                | Polly disappeared. What happened to Polly?  |

# The Magician's nephew

Chapters 3 & 4

## Vocabulary:

A. Read the sentences; use the context clues and think of a synonym. Write the synonym on the line:

1. Digory told Polly how **beastly** (pg. 35) Uncle Andrew had been.  
\_\_\_\_\_
2. Uncle Andrew never had the **pluck** (pg. 38) to travel to the other-world himself. \_\_\_\_\_
3. Digory didn't want Polly to keep **gassing** (pg. 42) about marking the pool.  
\_\_\_\_\_
4. Polly was in a real rage — she had enough of Digory — she said he was beastly, stuck-up, and **obstinate** (pg. 57) \_\_\_\_\_

## Q & A

1. Describe the wood in which Digory found himself.  
\_\_\_\_\_  
\_\_\_\_\_
2. After Polly and Digory found out that they could return to London, Polly insisted on marking the pool. Explain why that action was important.  
\_\_\_\_\_  
\_\_\_\_\_
3. C. S. Lewis states that Uncle Andrew was quite wrong about the Rings.
  - a. Explain Uncle Andrew's beliefs:  
\_\_\_\_\_
  - b. Explain the truth.  
\_\_\_\_\_
4. Polly and Digory had contrasting reactions to the poem. Describe the reactions.
  - a. Polly: \_\_\_\_\_
  - b. Digory: \_\_\_\_\_
  - c. *Inference*: How would you have reacted?  
You: \_\_\_\_\_

# The Magician's nephew

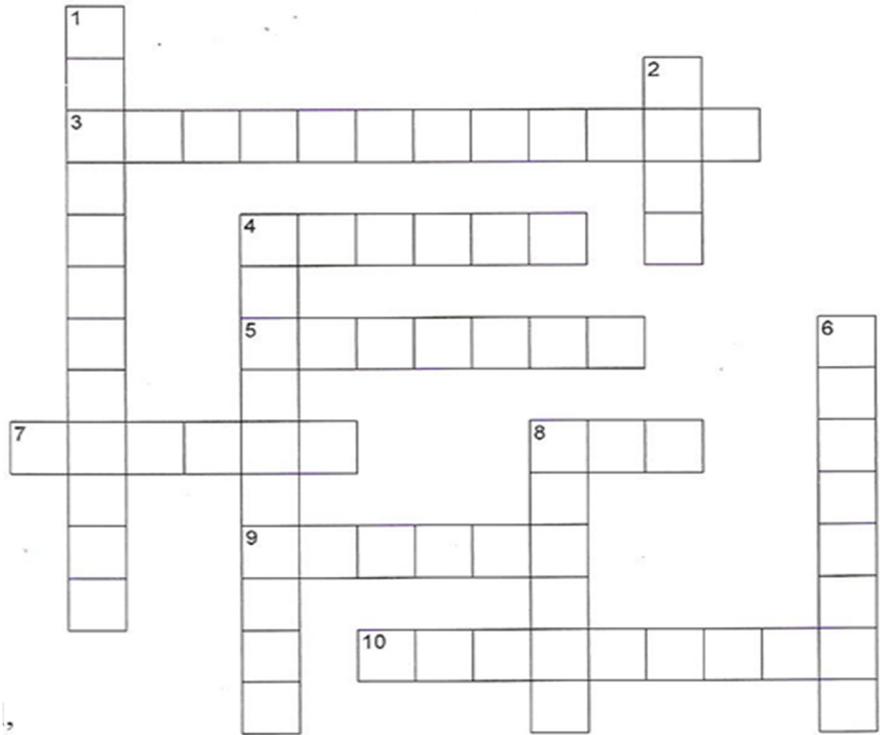
Chapters 5 & 6

## Across:

- 3. condescending
- 4. bleak, cheerless
- 5. obtain
- 7. servant
- 8. peace
- 9. horrified
- 10. main

## Down:

- 1. enchantments
- 2. appropriately
- 4. abominable
- 6. excessively
- 8. powerful



*deplorable* (61) *principal* (66) *dismal* (68) *contemptuous* (73) *aghast* (73) *incantations* (74)  
*potent* (74) *duly* (74) *minion* (75) *procure* (84) *Pax* (87) *deucedly* (91)

## Q & A

- 1. How did the children know that the tall, robed woman was a great queen?  
\_\_\_\_\_
- 2. Why was the Queen surprised that Digory woke her and broke the spell?  
\_\_\_\_\_
- 3. Polly thought the Queen was a terrible woman. Digory, however, thought she was wonderfully brave and strong. *Inference*: Why were the children's opinions so different?  
\_\_\_\_\_  
\_\_\_\_\_
- 4. The Queen told the children certain things as they left the palace.
  - a. Which three places did she point out?  
\_\_\_\_\_
  - b. *Inference*: What does this reveal?

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5. a. How did the Queen feel about rules?

---

b. Of what did the Queen's feelings about rules remind Digory?

---

6. What did Polly and Digory discover about the Rings at the beginning of Chapter 6?

---

7. Describe the condition of the Witch when she was in the wood (at the beginning of Chapter 6).

---

### **Literary Analysis:**

Go to the Suspense Chart. Write in times from these chapters where suspense arises.

### **Life Application: Forgiveness**

In Chapter 6 the time came, after all their adventures together, for Polly to go home. Digory wanted her to come back, but Polly advised him to say he was sorry. Digory didn't believe he had anything to be sorry about until Polly began listing his offenses.

a. How did Digory react?

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b. How do you react when someone lists offenses that you have committed?

---

c. Read Ephesians 4:26, Ephesians 4:31-32, Matthew 6:12. How does God want us to act?

---

# The Magician's nephew

## Chapters 7 & 8

### Vocabulary:

Use the clues printed below the blank lines to figure out which word fits on each:

1. Aunt Letty called the Witch a shameless \_\_\_\_\_ (pg. 94) and told her to get out of her house. (bad-mannered girl)
2. The Witch called Aunt Letty a \_\_\_\_\_ (pg. 94).  
(servant or slave)
3. and 4. The Witch told Uncle Andrew that if he attempted \_\_\_\_\_ (pg. 115) (betrayal), she would take great \_\_\_\_\_ (pg. 115) (revenge), on him.
5. Uncle Andrew called Digory a very naughty and \_\_\_\_\_ (pg. 116) boy. (disrespectful)
6. Aunt Letty had some \_\_\_\_\_ (pg. 95) and sat still for a few minutes (after the Witch threw her). (smelling salts)
7. Someone in the crowd encouraged the policeman to not let the old \_\_\_\_\_ (pg. 104) in the cab get away. (fellow; chap)
8. Digory told Polly that she was a \_\_\_\_\_ (pg. 110). (good fellow)

*treachery brick hussy impertinent minion cove sal volatile vengeance*

### Q & A

1. What did the Witch do when she realized she couldn't turn people into dust (in our world)?  
\_\_\_\_\_

2. Digory did some hard thinking about the problem — how to get the Witch out of our world as soon as possible. What plan did Digory formulate?  
\_\_\_\_\_  
\_\_\_\_\_

3. While Digory was waiting, he wondered about Polly. What was happening to Polly?

---

4. Digory and Polly managed to get the Witch away from the fight at the lamp-post. Who also came along?

---

5. Describe the empty world as it appeared when the group arrived.

---

6. a. Who wanted to leave this world? \_\_\_\_\_

b. Who didn't want to leave? \_\_\_\_\_

7. When the group arrived, the world was very dark, the air was cold, and there was no wind.

a. What began to happen in the darkness?

---

b. Two wonders happened at the same time; describe them.

---

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### Literature Analysis: Sequence

The following events are out of order. Write the correct numbers (#1 — first, #10 — last) in the blanks.

\_\_\_ Grass, heather, and trees appeared.

\_\_\_ A voice began to sing.

\_\_\_ They saw the Singer.

\_\_\_ The voice was joined by other voices.

\_\_\_ Stars began to blaze.

\_\_\_ The voice became louder and more triumphant; the voices began to get fainter.

\_\_\_ Polly began to see a connection between the music and the things that were happening.

\_\_\_ The world was dark and cool; there was no wind.

\_\_\_ The song changed.

\_\_\_ A light wind began to stir and the sun arose.

### Literary Analysis:

Go to the Suspense Chart. Write in times from these chapters where suspense arises.

# The Magician's nephew

Chapters 9 & 10

## Vocabulary:

A. The vowels (a, e, i, o, u, and sometimes y) are missing from the vocabulary words. Complete the following for each word: Read the definition, read the sentence that contains the word (use the Word List and fill in the vowels):

1.   **b**    **m**    **n**    **bl**   (pg. 125) — unpleasantly
2.   **st**  **nt**    **t**      **s** (pg. 125) — showy
3. **Y**      **m**  **nr**   (pg. 125) — British volunteer calvary force
4. **c**    **mm**  **rc**    **l** (pg. 131) — business
5. **s**    **n**  **t**  **r**    **m** (pg. 131) — health resort
6. **j**  **st**  **c**   (pg. 141) — fairness

*sanatorium    commercial    justice    Yeomanry    ostentatious    abominably*

1. Describe how the lamp-post grew. What was the origin of the lamp-post?

---

2. What ideas did Uncle Andrew think of for Narnia?

---

3. Fill in the blanks to complete a statement Aslan made in Chapter 10:

" \_\_\_\_\_ as well as \_\_\_\_\_ come in with speech."

a. *Inference*: What does this sentence mean?

---

b. Apply this concept in your own life.

---

4. C. S. Lewis states that what you see and hear largely depends on two things. What are they?

---

a. How does this statement relate to Chapter 10?

---

b. Think of a situation(s) in your own life that relates to these two concepts. \_\_\_\_\_

---

5. Uncle Andrew missed the whole point (for an interesting reason) when the great moment came and the Beasts spoke. Why did he miss it?

---

6. Explain how the air in Narnia was doing Uncle Andrew good.

---

7. At the end of Chapter 10, Uncle Andrew called Digory a selfish boy. Why did he feel that Digory was selfish?

---

*Give your opinion: Was he correct?* \_\_\_\_\_

### Literature Analysis: Effect and Cause

An effect is what happened and a cause is why it happened. What is the cause for the effect printed in bold (see Ch. 8)? **The stars appeared and sang.**

Match the following effects and causes by writing the correct letter in each blank:

| EFFECT  | CAUSE   |
|---|---|
| 1. ___ Animals were created.                            | a. The lion sang a series of deep, prolonged notes.   |
| 2. ___ Some animals began to talk.                      | b. The lion burst into a series of light notes.   |
| 3. ___ A line of dark firs sprang upon a ridge.         | c. The iron bar had fallen into the grass (after Jadis threw it at the Lion) and it had sunk into the ground. |
| 4. ___ Primroses appeared in every direction.           | d. The lion had chosen them, breathed on them, and given them a command.                                      |
| 5. ___ The iron bar was growing into a young lamp-post. | e. The Lion's tune changed to a far wilder one.   |

### Literary Analysis:

Go to the Suspense Chart. Write in times from these chapters where suspense arises.

# The Magician's nephew

Chapters 11 & 12

## Vocabulary:

Read the sentences that contain the vocabulary words. Then answer the question and complete the activities for each word:

1. The **sagacious** (pg. 158) elephant "watered" Uncle Andrew with gallons of water.

Part of Speech: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

2. The cabby's voice was growing slower and richer; it became more like a country voice and less like the voice of a **cockney** (pg. 166).

Part of Speech: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

3. Fledge snorted, neighed, and **curvetted** (pg. 172).

Part of Speech: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

## Q & A

1. The animals weren't stupid, but they didn't see at once that Uncle Andrew was the same kind of creature as the two children and the cabby. Why didn't they understand? \_\_\_\_\_  
\_\_\_\_\_

2. The cabby didn't feel that he was the person to be king because he hadn't had much "eddycation." Aslan asked the cabby five questions. What are the five questions? What was the cabby's response to each question?

Question

Answer

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. After Aslan listened to the cabby's responses, what did he conclude?

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4. In Chapter 11 Narnia was only seven hours old, but Aslan told his friends (the Beasts) that evil had already entered it. Aslan shows that he already had a plan to thwart the evil.

a. What did he reveal in Chapter 11?

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b. What did he tell Digory (in Chapter 12) he wanted to do?

---

c. God reveals a plan for salvation in Genesis (the book of beginnings). Which verse in Genesis gives information about that plan?

---

5. At the end of Chapter 12, Polly was certain she saw a tall, dark figure.

*Predict:* Who was it? \_\_\_\_\_

### **Literary Analysis:**

Go to the Suspense Chart. Write in times from these chapters where suspense arises.

# The Magician's nephew

Chapters 13, 14, & 15

## Vocabulary:

A. Circle the letter of the correct definition for each of the vocabulary words:

1. The mountain river is rushing in shallow **cataracts** over red and blue and yellow stones (pg. 184).

- a. pools
- b. condition in eyes that causes blindness
- c. waves
- d. waterfalls

2. **Saffron** (pg. 190) is the color of the bird's breast.

- a. purple-blue
- b. orange-yellow
- c. emerald green
- d. red-pink

3. Digory ran as fast as he could **pelt** (pg. 191).

- a. throw
- b. fall
- c. hurry
- d. skin of an animal

4. Uncle Andrew thinks great **folly** (pg. 202).

- a. foolishness
- b. happiness
- c. seriousness
- d. thoughts

## Q & A

1. What was the Witch's first temptation for Digory?

\_\_\_\_\_

a. How did he respond? \_\_\_\_\_

b. What was her second temptation? \_\_\_\_\_

c. Third? \_\_\_\_\_

d. Which temptation affected Digory the most? \_\_\_\_\_

2. a. What was the Witch's fatal mistake? \_\_\_\_\_

b. What did this mistake do for Digory? \_\_\_\_\_

3. When did Digory become sure that he had done the right thing?

\_\_\_\_\_

4. What was inside the cage that was made of the branches of four trees laced together? \_\_\_\_\_
5. a. From what had the Golden Tree grown? \_\_\_\_\_  
b. For what did the dwarfs use the gold? \_\_\_\_\_  
\_\_\_\_\_
6. What happened to the apple that Digory had thrown? \_\_\_\_\_  
\_\_\_\_\_
7. a. What charge, regarding the Tree, did Aslan give to the Narnians?  
\_\_\_\_\_
- b. Why was caring for the tree so important? \_\_\_\_\_  
\_\_\_\_\_
8. *Fill in the blanks:* Aslan stated that the smell of the tree is \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ to the Narnians, but it is death, horror, and despair to the Witch. Aslan also explained that length of days with an evil heart is only length of \_\_\_\_\_.
9. In your own words, describe what happened in the last three paragraphs of Chapter 14.  
\_\_\_\_\_  
\_\_\_\_\_
10. a. What was Aslan's warning? \_\_\_\_\_  
\_\_\_\_\_
- b. What was his command? \_\_\_\_\_  
\_\_\_\_\_
11. At the beginning of Chapter 15 Polly and Digory move from Narnia to our world without Rings. How is the "trip" different from the others they have experienced? \_\_\_\_\_  
\_\_\_\_\_
12. What was Polly and Digory's relationship like after their adventure?  
\_\_\_\_\_

13. What was happening in Narnia? \_\_\_\_\_  
\_\_\_\_\_

**Literary Analysis 1**

Fill in the comparison chart for the Creation/Fall of Narnia and the Creation/Fall of Earth.

| Creation/Fall of Narnia | Creation/Fall of Earth |
|-------------------------|------------------------|
|                         |                        |

**Literary Analysis 2**

Go to the Suspense Chart. Write in times from these chapters where suspense arises.

# WHAT'S GOING ON?

Current Event #1

Date of event: \_\_\_\_\_

Location of event: \_\_\_\_\_

Summarize the main points of this current event in your own words. (Complete paragraph)

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Do you think this is an important issue? Why? (Complete paragraph)

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Write a prayer concerning this event.

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# WHAT'S GOING ON?

Current Event #2

Date of event: \_\_\_\_\_

Location of event: \_\_\_\_\_

Summarize the main points of this current event in your own words. (Complete paragraph)

---

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---

---

Do you think this is an important issue? Why? (Complete paragraph)

---

---

---

---

---

Write a prayer concerning this event.

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## MASS REFLECTION #1

DATE: \_\_\_\_\_

### PRE-MASS REFLECTION:

1. What are the 2-3 things that are dominating your attention and thoughts today? What can you ask of God in the Liturgy to address these things?
2. The Mass is an opportunity to receive forgiveness of venial sins. Are there people who you have hurt in some way by your words, actions, or failure to act?
3. The word eucharist means "thanksgiving." What are you most thankful for today?

### POST-MASS REFLECTION

1. What experiences during the Mass did you find relevant to your current situation and life?
2. Reflections on the Liturgy of the Word: What word or phrase jumped out at you in today's reading?
3. The name Mass comes from the Latin missa, which means to "go forth" and is taken from the final words of the concluding rite. What are the greatest needs that you see in your everyday life? Empowered with the love of God in the Eucharist, what will you do to help meet those needs?

## MASS REFLECTION #2

DATE: \_\_\_\_\_

### BEFORE MASS REFLECTION:

1. Has God been at work in your daily life? What evidence is there that God is communicating with you daily? How do you expect this communication to continue during the Liturgy?
2. The Mass is an opportunity to receive forgiveness of venial sins. What personal weaknesses can God take over for you today?
3. The word eucharist means "thanksgiving." As a celebration of thanksgiving, what has God done for you in your lifetime that you can thank him for today?

### POST-MASS REFLECTION:

1. What was the holiest experience you had during Mass?
2. Reflections on the Liturgy of the Word: What did this reading remind you of in your life at this particular moment?
3. The name Mass comes from the Latin *missa*, which means to "go forth" and is taken from the final words of the concluding rite. What are the greatest needs that you see in your everyday life? Empowered with the love of God in the Eucharist, what will you do to help meet those needs?