

Grade 1

None

Grade 2

Summer Reading List~ Entering Second Grade

Brett: *Town Mouse, Country Mouse* c1994 *fable* After trading houses, the country mice and the town mice discover there's no place like home.

Cannon: *Crickwing, Pinduli, Stلالuna, Verdi, insects, fiction* Picture books about unappreciated and fascinating creatures.

Ernst: *Sylvia Jean, Drama Queen* c2005 *fantasy animals, humor* Although Sylvia Jean owns plenty of costumes, she struggles to come up with a costume for the big party.

Hoberman: *You Read to Me, I'll Read to You: Very Short Stories to Read Together* c2001 *stories in rhyme* This collection of short, rhythmic stories and cheerful art is designed to be read out loud by both child and adult.

Hoffman: *Amazing Grace* c1991 *diversity, fiction* Although a classmate says that she cannot play Peter Pan in the school play because she is black, Grace discovers that she can do anything she sets her mind to do.

Mayer: *Little Critter stories* *fantasy, animals* Little Critter is a small creature who is amazingly like a young human boy. His adventures take place with different members of his family who expose him to daily life experiences.

McKissack: *The Honest-to-Goodness Truth* c2000 *character, ethnic diversity* A young girl promises not to ever lie but then discovers that there are times that one actually should not tell the entire truth.

McNaughton: *Once Upon an Ordinary School Day* c2004 *school story* Mr. Gee, the new teacher, changes "ordinary" when he challenges all the children to use their imaginations.

Numeroff: *If You Give a Mouse a Cookie* and sequels c1985 *cumulative tales* When a mouse requests a cookie, a cycle of events occurs that brings the reader full circle.

Orloff: *I Wanna Iguana* c2004 *letters, fiction* Alex and his mother write notes back and forth in which Alex tries to persuade her to let him have a baby iguana for a pet.

Pallotta: *Dory Story* c2000 *sea story, fiction* Danny's ocean adventures are completely enchanting, even if they take place in the bathtub.

Peet: *The Ant and the Elephant* c1972 *animals, fiction* Of all the animals the elephant rescues, only the tiny ant returns the favor.

Polacco: *Aunt Chip and the Triple Creek Dam Affair* c1996 TV, reading, fiction Since the invasion of television, no one can remember how to read.

Schachner: *Skippyjon Jones* c2003 humor This Siamese kitten spends his "time-out" imagining himself as "El-Skippito" who comes to the rescue of some Chihuahuas.

Steig: *Brave Irene* c1986 fiction Brave Irene, the dressmaker's daughter, ventures out into a fierce snowstorm to deliver the beautiful ball gown her mother has made for the duchess.

Stevens: *And the Dish Ran Away With the Spoon* c2001 nursery rhymes From the Mother Goose nursery rhyme, Dish and Spoon run away. Concerned about the fate of the rhyme, Cat, Cow and Dog set out to find them.

Woodson: *The Other Side* c2001 friendship, ethnic diversity A fence divides a town where two girls - one white and one black - sit and gradually become acquainted.

Crews: *Below* c2006 fiction When Jack drops his action figure into a mysterious hole, he has to devise a rescue.

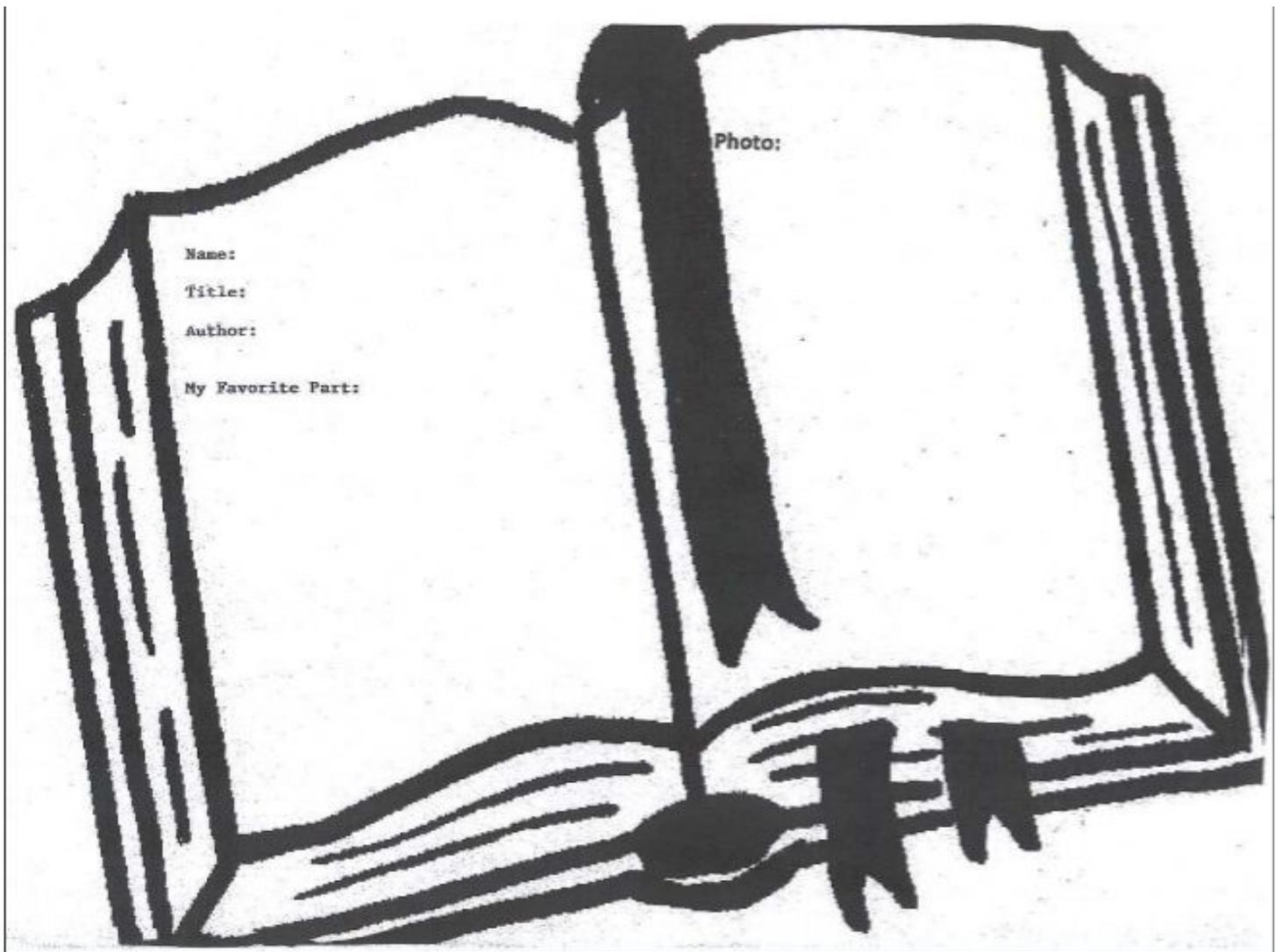
Lionni: *Little Blue and Little Yellow* c1959 friendship, colors A little blue spot and a little yellow spot are best friends, and when they hug each other they become green.

Lobel: Frog and Toad stories classics Each of the frog and toad stories include several short tales about two very good friends.

Rylant: Henry and Mudge stories family, dogs, humor A young boy named Henry and his dog Mudge share many adventures with Henry's parents and other important people in his life.

Sharmat: *Nate the Great series* mystery Solve each mystery alongside the most popular sleuth in the business.

Silverman: *Cowgirl Kate and Cocoa series* fiction Two new wranglers have hit the ranch. Read how the west will never be the same again!



Grade 3

Summer Reading List~ Entering Third Grade

Bridges: *Ruby's Wish* c2002 historical fiction, ethnic diversity During the 1800s in China, when few girls learn to read and write, Ruby fervently desires to attend university with all the males in her family.

Curtis: *The Bat Boy and His Violin* c1998 sports, music, ethnic diversity Reginald loves to play his violin, but Papa wants him to be outdoors more and enlists him as the bat boy for the baseball team Papa manages. Reginald plays his violin in the dugout, and the team improves.

Adler: *Bones* series mystery Everyone needs bones — Detective Jeffrey Bones that is. With his bag of detective tools in hand, read how Jeffrey can solve any mystery.

Bourke: *Christian the Lion: Based on the True Story of Anthony (Ace) Bourke, John Rendall and Christian the Lion* c2009 nonfiction Details the experiences of Anthony Bourke and John

Rendall, who bought a lion cub from a department store, raised him as a pet, reintroduced him to the wild in Kenya and years later received a warm welcome from the grown lion.

Bunting: *One Green Apple* c2006 *historical fiction, ethnic diversity* Farah is new to the U.S. and her class. She feels alone until she goes on a field trip and realizes things are alike everywhere.

Cleary: *Math is CATegorical* series *stores in rhyme, mathematics* Mathematical functions are explained in rhyming text and simple, silly cartoons.

Cronin: *Diary of a Fly* c2007 *animal fiction* A young fly discovers, day by day, that there is a lot to learn about being an insect, including the dangers of flyswatters and that heroes come in all shapes and sizes.

Dadey: *Adventures of the Bailey School Kids* series *schools, fiction* There are some pretty weird grown-ups living in Bailey City.

DeFelice: *One Potato, Two Potato* c2006 *fairy tale* A very poor, humble couple live so simple a life they share everything, until the husband discovers a pot with magical powers buried under the very last potato in the garden.

DiCamillo: *Mercy Watson* series *animal, fantasy, humor* Welcome to the wry and endearing world of Mercy Watson, the beloved "pig wonder" of the household.

Foxworthy: *Dirt On My Shirt* c2008 *poetry* Comedian Jeff Foxworthy presents more than thirty illustrated poems for children on such topics as friends, bugs, family members and pretending.

Holm: *Babymouse* series c2005 *graphic fiction, friendship, imagination* An imaginative mouse learns life lessons while living her life.

Hopkinson: *Abe Lincoln Crosses a Creek: A Tall, Thin Tale (Introducing His Forgotten Frontier Friend)* c2008 *historical fiction* In Knob Creek, Kentucky, in 1816, seven-year-old Abe Lincoln falls into a creek and is rescued by his best friend.

Johnson: *Just Like Josh Gibson* c2007 *sports fiction, historical fiction* A grandmother recounts the story of the day she was allowed to play in a baseball game, even though she was a girl.

Kerrin: *Martin Bridge: Ready for Takeoff!* c2005 *fiction* Martin means well, but his ideas don't always turn out as expected. In three stand-alone chapters, Martin deals with issues at home and school.

Pinkney: *The Ugly Duckling* c1999 *fairy tale* This adaptation of the Hans Christian Andersen classic portrays an unhappy year for an ugly duckling who eventually grows up and transforms into a beautiful swan.

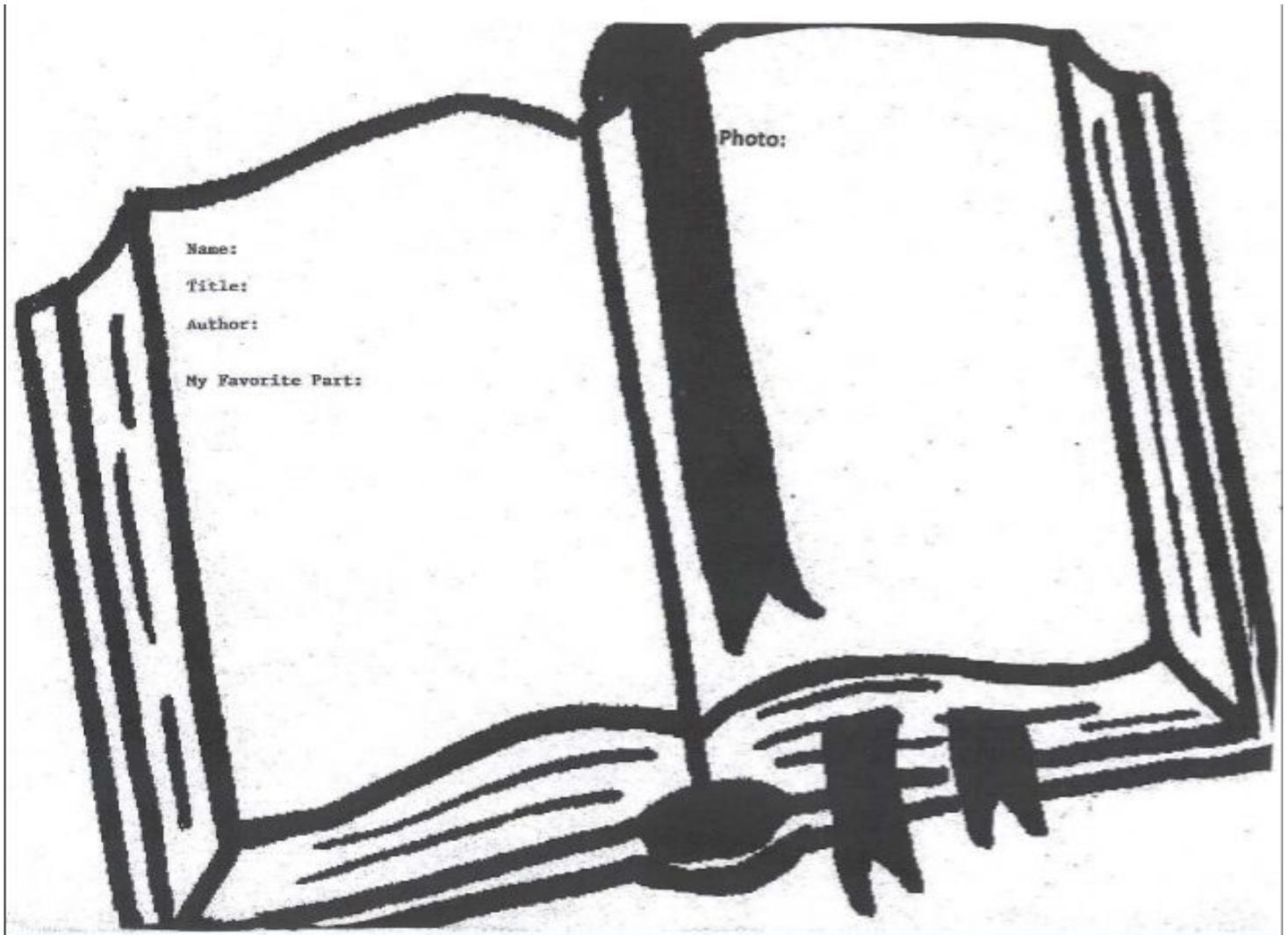
Sachar: *Marvin Redpost* series *fiction* Marvin Redpost encounters hilarious problems with school, family and friends.

Stilton: *The Geronimo Stilton series mice, fantasy, mystery* Geronimo Stilton is a mouse newspaper editor and journalist who travels the world to chase important interviews but winds up in the middle of adventures that involve solving intriguing mysteries.

Tunnell: *Mailing May* c1997 *historical fiction* Five-year-old May wishes to visit her grandmother, but the train is too expensive. May's father and cousin concoct a clever means of sending the child after all.

Warner: *Only Emma* c2005 *fiction*

Emma's mother loses her job, so Emma becomes the new kid in the school and neighborhood. An only child, Emma's life changes when a four year old comes for a visit.



Grade 4

Fourth Grade Reading Project: Book Banner

Dear Students and Parents,

The fourth grade reading project asks each student to read. Choose *either* a book from *one of the authors* on the attached list or *one book* from the attached list. Then

complete the following project on a banner. A sample banner is attached to use as a guide. Please refer to it for size but feel free to use other paper to complete your banner. (Such as, construction paper or card stock) The book banner should be *one page* only. Please use words and pictures to decorate your banner with the following information:

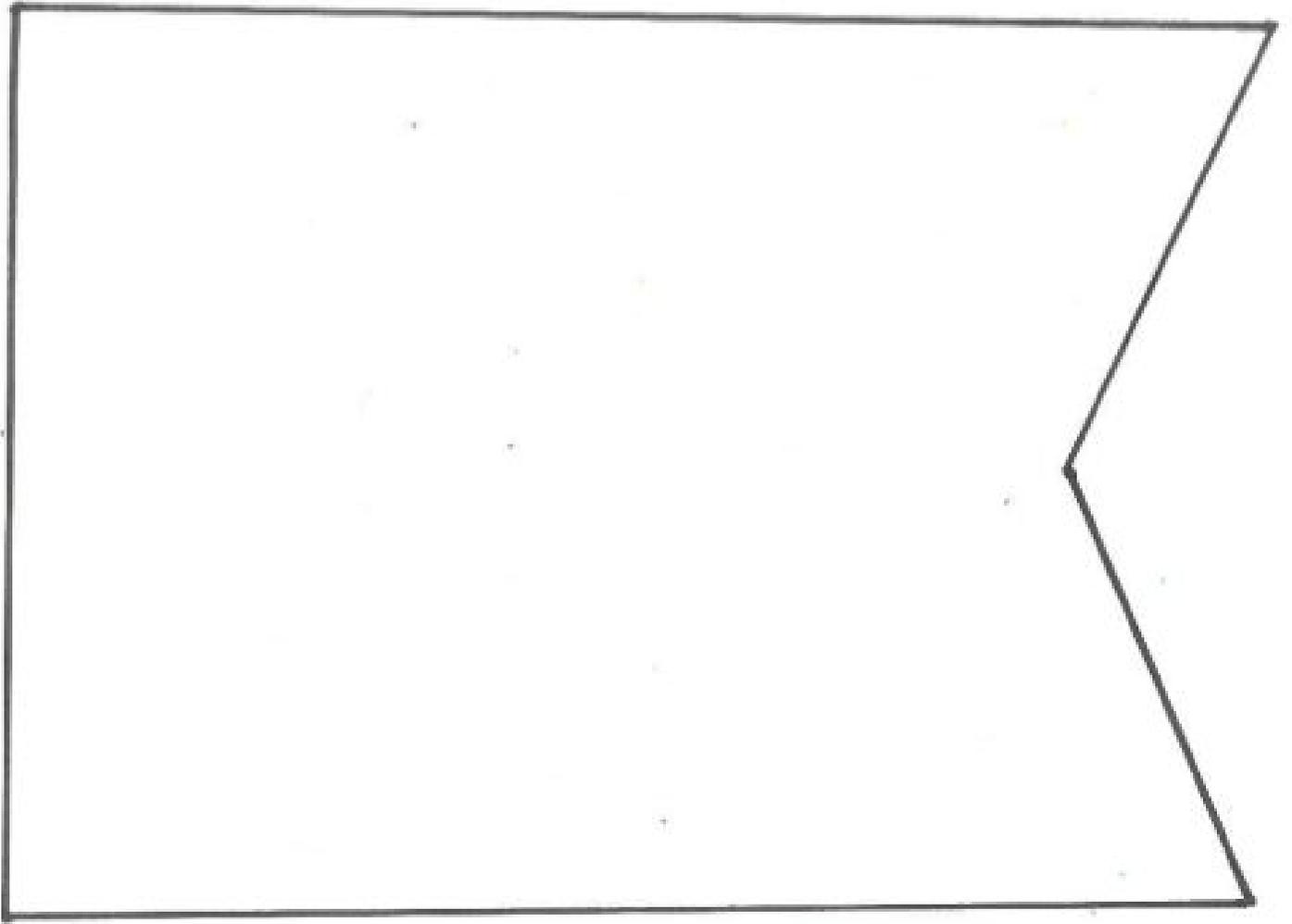
- ~ The title and author of your book
- ~ A short, neatly written or typed description of your favorite character. Include details from the story to describe your character.
- ~ Decorate your banner with pictures, drawings, and illustrations that show details from the book

- ~ Be sure to put your name on the back of the banner.
- ~ Once completed, attach a small piece of yarn or ribbon at the top of the banner that will provide a way to hang the banner.

- ~ The above completed work, oral presentation, neatness, spelling, and punctuation will be factored into your grade.

- ~ The project will be submitted for an ILA grade.
- ~ The completed project will be due by Friday, September 8th, 2017.
- ~ Please note when making your book selection we wanted you to know that during this school year we will read as a class *Tales of a Fourth Grade Nothing* by Judy Blume and *Tale of Despereaux* by Kate DiCamillo.

Happy Reading,
Mrs. Hill and Mrs. Callanan



Suggested Authors



- Aliki
- Matt Christopher
- Andrew Clements
- Roald Dahl
- Sid Fleischman
- Russell Freedman
- Jean Fritz
- Cornelia Funke
- Patricia Reilly Giff
- James Howe
- C.S. Lewis
- Lois Lowry
- John Peterson
- Jeff Smith
- Laura Ingles Wilder

- A to Z Mysteries.....Ron Roy
- Baseball Fever.....Johanna Hurwitz
- Betsy Ross.....Alexandra Wallner
- Chet Gecko MysteriesBruce Hale
- Chicken Sunday.....Patricia Polacco
- Elijah of Buxton ..Christopher Curtis
- Encyclopedia Brown... Donald Sobol
- Fables.....Arnold Lobel
- Fourth Grade Rats.... Jerry Spinelli
- Grandfather's Journey....Allen Say
- Hoboken Chicken Emergency.....
.....Daniel Pinkwater
- How to Eat Fried Worms.....
.....Thomas Rockwell
- If You Lived (series).....Scholastic
- If You're Not Here, Please Raise Your Hand.....Kalli Dakos
- Mostly GhostlyR.L. Stine
- My Weird School (series).....
.....Dan Gutman
- Pippi Longstocking.....
.....Astrid Lindgrin
- Poppy..... Avi
- SkinnybonesBarbara Park
- The Castle in the Attic.....
.....Elizabeth Winthrop
- The Great Brain.. John Fitzgerald
- The Hundred Dresses.....
.....Eleanor Estes
- The Kid Who Ran For President
.....Dan Gutman
- The Miraculous Journey of Edward Tulane..... Kate DiCamillo
- The Penderwicks.....
.....Jeanne Birdsall
- The Runaway Dolls... Ann Martin
- The Wish Giver..... Bill Brittain
- Trumpet of the Swan.. E. B. White
- 26 Fairmount Avenue.....
.....Tomie DePaola
- Wayside School.... ...Louis Sachar



Grade 5

June 2017
Dear Parents,

Below and on the back of this letter, you will find the summer reading projects for fifth grade. I am asking that each child read one of the novels listed below and complete one of the following projects. The project requirements are designed to give the students some choice in the framework for their presentation. Not all children have the same interests and talents, so I'm hoping that the various options given will enable each student to enjoy both the reading assignment and the completion of the project.

The completed projects will be due on Monday, September 11, 2017. The Projects will be submitted to Mrs. Allen for an ILA grade. If your project requires a summary or any writing, you can choose to either type that section or neatly write it in cursive.

Happy Reading!
Mrs. Renee Allen

Holes (Louis Sachar)
Rules (Cynthia Lord)

Eleven Birthdays (Wendy Mass)
No Talking (Andrew Clements)
Crash (Jerry Spinelli)
Million Dollar Kick (Dan Gutman)

Project # 1: Commercial

Upon completion of your novel, develop a commercial to sell the book to others. This commercial may be videotaped or audiotaped. Your commercial must include a discussion of story elements – characters, setting, plot, etc., but most importantly, you need to evaluate the book and promote it! What were the interesting elements? Why would others enjoy it? Your commercial should be a minimum of two minutes. Remember that commercials are always used to promote products. No commercial should be negative in tone.

Project # 2: Diary Entry

Write a diary for one of the main characters in your book. Discuss at least three events that occurred in the novel from your character's point of view. Each event should be a separate entry. One entry should discuss an event from the beginning of the book, another the middle, and the third, an event from the conclusion of the novel. These entries should be written in first person. You need to become the character!

Project # 3: Picture Book

Re-write your novel as a picture book. Choose a minimum of 10 important events that will retell the story. On each page you should include an illustration and some text. The text should be written in your own words, not the text from the original novel. Remember to use color when illustrating your book.

Project # 4: Collage

Design a collage for your novel. Use clippings to design a collage that depicts your novel. On the back of your collage write a brief summary of the book.

Project # 5: Story Bag

Create a story bag for your novel. Decorate the outside of a brown paper bag with the title, author, and pictures illustrating the theme of the book. Choose a minimum of 10 souvenirs to fill your bag. These souvenirs should be articles that are related to your novel in some way. Along with the souvenirs, you need to include an index card explaining how your chosen souvenirs are related to the novel. Your responses should be at least 3 sentences for each souvenir.

Grade 6

6TH Grade Summer Reading Assignment

Choose one of the following books to read this summer. Please complete the *6th Grade Summer Reading Questions* which have been distributed to you. In the event you need another copy, or wish to download a copy to type your answers, please go to the OLG website for summer reading. The questions should be answered in complete sentences and will be due September 11, 2017.

Suggested Reading List

11 Birthdays

Wendy Mass

Dunk

David Lubar

Eagle Strike - Alex Rider Adventure

Anthony Horowitz

Girl in a Cage

Jane Yolen

Heat

Mike Lupica

Homework Machine

Dan Gutman

Nory Ryans Song

Patricia Reilly Giff

Rodzina

Karen Cushman

The City of Ember

Jeanne Du Prau

The Midwife's Apprentice

Karen Cushman

Name:

6th Grade Summer Reading Questions

Please complete the questions in complete sentences. Errors in grammar and spelling will result in a lower grade. You may download this form from the OLG Website if you wish to type your answers. The completed questions are due September 11, 2017.

Introductory Paragraph

The first sentence states the title of the book and the author's name.

The second sentence states how many pages the book has and the name of the publisher.

The third sentence states the reason you decided to choose this book for your summer reading assignment.

Main Character(s) Paragraph

The first sentence of this paragraph states who the main character or characters of the book are, and why they are important. Please use at least one complex sentence. Please consider using more than one sentence so that adequate detail is written.

Other Characters Paragraph

State the name of each of the other important or prominent characters in the book.

Plot Summary Paragraph

State the type of book. (Mystery, Western, etc.)

What country or place was the book set in?

What time period was the book set in?

Was the story violent, scary, sad, or action packed?

Write down the major parts of the plot. Refer back to your book, chapter by chapter and make some notes.

Personal Impressions and Conclusion Paragraph

This paragraph should summarize what you thought about the book, and should conclude your report.

State why you liked/and or disliked the book.

Write two sentences that talk about the good points in the book.

Write two sentences that talk about the weak points in the book.

What did you learn from the book?

Write a sentence that states whether you would recommend the book or not. Please be honest, since you are entitled to your own opinion.

Source: <http://www.writinghelp-central.com/book-report.html>

Grade 7

OLGC Summer Reading Requirements for Incoming 7th Graders

Assignment:

Read a book from the attached approved list and watch the approved film version of the same book. Write a 750-word essay contrasting the book and the movie.

In the first part of your essay, contrast (find differences) the book version of the story with the film version. You are contrasting, not comparing (finding similarities). Focus on finding three to five big, significant differences that make you think about the movie version differently than the book version. The second part of your essay should tell the reader which version of the story you liked better and why. *The evidence for the "why" must come from the significant differences you discussed in the first part of your paper. In other words, use the first part of your essay (the information about significant differences) to support the second part of your essay (your opinion about which story is better).* Your essay must contain no plot summary. Do not re-tell the story.

Standards that must be met:

Your paper must have an introductory paragraph, multiple body paragraphs, and a concluding paragraph.

Word length (750 words) is the minimum. You may write more.

Your paper must be typed, have one-inch margins all around and be double-spaced. Use either Times New Roman or Arial (or equivalent) font, 12 points only.

Your name must appear on every page. Use the header function of your word processor.

Papers that do not meet these format standards will be returned and counted as late.

You must submit your essay(s) in class on the first day of school. Your submission is printed, not electronic.

Other important notes:

You may wish to watch the movie as a family and discuss it. You may incorporate your family's input into your paper. You may also watch and discuss it with other students. Either way, you must write your own essay.

The grade for this assignment will count as one essay in the first marking period.

If at any time during the summer you have any questions about this assignment, you may email me at cquinn@olgc.me.

Approved list:

Be sure to note in your report which version of the movie you watched if there is more than one. Make sure you can get a copy of the movie before you start your project.

Some of these novels have film versions that are not appropriate for middle school students. Stick to the versions I have listed.

Abridged, shortened, graphic, audio or youth versions of these novels will not give you enough information to write your essays. They leave too much out. You need to read the full version of the story to write a successful essay.

<i>Title</i>	Author	Film Version
<i>20,000 Leagues Under the Sea</i>	Jules Verne	1954
<i>The Lord of the Rings: The Fellowship of the Ring</i>	J.R.R. Tolkien	2001
<i>Call of the Wild</i>	Jack London	1972, 1993, 2000
<i>Jane Eyre</i>	Charlotte Brontë	1944, 1996, 2011

<i>Murder on the Orient Express</i>	Agatha Christie	1974
<i>The Adventures of Tom Sawyer</i>	Mark Twain	1995
<i>The Invisible Man</i>	H.G. Wells	1933
<i>October Sky (aka Rocket Boys)</i>	Homer Hickham, Jr.	1999
<i>To Kill a Mockingbird</i>	Harper Lee	1962
<i>Fahrenheit 451</i>	Ray Bradbury	1966

(Instructions are below)

Summer Reading Essay Rubric

Scoring Elements	Not Yet (1)	Approaches Expectations (2)	Meets Expectations (3)	Advanced (4)	Points
Language: - Sentence Fluency - Voice - Word Choice	Lacks precise language, adequate vocabulary. Does not use formal writing style and lacks voice, causing confusion.	Some use of precise language, adequate vocabulary. Inconsistent use of formal writing style and voice.	Satisfactory use of precise language, complex vocabulary. Uses of formal writing style and voice.	Highly effective use of precise language, complex vocabulary. Successful use of formal writing style and voice, creating clear and complete meaning.	/10
Organization: - Organization of ideas, concepts, and information - Transitions	Lacks proper organization of ideas. Does not use of transitions and lacks idea progression between claim and evidence. Essay does not contain all of the required parts.	Partial organization of ideas. Some use of transitions and partial idea progression between claim and evidence. Essay does not contain all of the required parts.	Successful organization of ideas. Use of transitions and successful idea progression between claim and evidence. Essay contains the required parts.	Highly effective organization of ideas. Sophisticated use of transitions and clear idea progression between claim and evidence. Essay contains the required parts.	/30
Ideas: - Thesis - Main idea - Supporting evidence	Has no main idea. Does not contain a thesis, only partially develops that idea, and does not supply evidence for that idea.	Has a partial main idea. Utilizes a thesis. Partially develops that idea, and does not always supply evidence for that idea.	Has a satisfactory main idea. Contains a satisfactory thesis. Develops that idea, and supplies evidence for that idea.	Has a clear main idea. Impressively written thesis. Develops that idea, and supplies solid evidence for that idea.	/40
Conventions: - Spelling - Capitalization - Punctuation - Agreement - Verb Tense	Spelling, capitalization, punctuation, and other conventions are applied poorly, resulting in confusion about meaning.	Spelling, capitalization, punctuation, and other conventions are not always applied correctly.	Spelling, capitalization, punctuation, and other conventions are applied with strong understanding.	Spelling, capitalization, punctuation, and other conventions are applied flawlessly.	/10
Presentation: - Word count - Physical layout	Essay does not meet requirements: word length, 1" margins, double spaced.	Essay meets some requirements: word length, 1" margins, double spaced.	Essay meets most requirements: word length, 1" margins, double spaced.	Essay does meet requirements: word length, 1" margins, double spaced.	/10
				POINT TOTAL -->	/100

Grade 8

Dear Class of 2018:

Summer Reading (originally written by Mrs. Gulla for 2017; edited by Ms. Patterson for 2018) Reading keeps your mind active, it increases your vocabulary, it improves the fluidity and fluency of your speaking skills, and it makes you think. Some people love to read and some do not. Summer reading assignments are not meant as punishments. This assignment is

meant to keep your mind sharp, allow the class to have some open discussion about common topics from the book, and allow me to see how well you comprehend the major parts of a story. ONE BOOK ONE CLASS! The book you will read this summer is "Need" by Joelle Charbonneau. One by one, the teens in Nottawa, Wisconsin, join the newest, hottest networking site and answer one question: What do you need? A new iPhone? Backstage passes to a concert? In exchange for a seemingly minor task, the NEED site will fulfill your request. Everyone is doing it. So why shouldn't you? Your assignment is to write a literary letter to Ms. Patterson about reading the novel. When writing a literary letter you can write anything about the book. It's not a book report, so don't spend time describing the plot. Write about what struck you about the book. Make connections between yourself and the book. A good literary letter will: 1. Have 200 words or more 2. Include at least two quotes from the text (use quotation marks and page numbers) 3. Make connections between the book and the letter writer 4. Be specific, thoughtful, and truthful 5. Refer to incidents and dialog that directly affect the plot throughout the entire work A sample of a literary letter appears on the below. This assignment will be due in print on the first day of school! Enjoy reading and have a wonderful summer! See you in September!

SEPTEMBER 1, 2017

DEAR MS. PATTERSON,

I HOPE YOU ARE ENJOYING YOUR SUMMER. I AM GOING TO DRAMA CAMP FROM 9:00AM TO 3:00PM EVERY DAY, MONDAY THROUGH THURSDAY, AND THEN I COOL OFF IN THE POOL AFTER CAMP AND IN THE EVENINGS. I JUST FINISHED READING WONDER, BY R.J. PALACIO, AND I THINK YOU WOULD REALLY LIKE THE NOVEL. THE MAIN CHARACTER, AUGGIE, WAS SO BRAVE TO GO TO FIFTH GRADE AT HIS NEW SCHOOL. HE HAD BEEN HOMESCHOOLED HIS WHOLE LIFE, BECAUSE HE HAD SO MANY SURGERIES EVERY YEAR. AT THE BEGINNING OF THE BOOK, AUGGIE WROTE, "SINCE I'VE NEVER BEEN TO A REAL SCHOOL BEFORE, I AM PRETTY MUCH TOTALLY AND COMPLETELY PETRIFIED," (4). I COULD UNDERSTAND WHAT HE MEANT. I CHANGED SCHOOLS WHEN I WAS IN THE THIRD GRADE, AND I REMEMBER HOW AFRAID I WAS TO GO TO A NEW SCHOOL. I DIDN'T HAVE SURGERIES LIKE AUGGIE DID, AND I DIDN'T HAVE PEOPLE START OR LAUGH AT MY APPEARANCE. MY PROBLEM WAS THAT I WAS SHY, AND IT WAS HARD TO MAKE NEW FRIENDS. WHEN I READ THE CHAPTER ABOUT THE "FIFTH GRADE NATURE RETREAT," I THOUGHT ABOUT HOW NERVOUS I WAS WHEN I WENT TO OVERNIGHT CAMP THE FIRST TIME WHEN I WAS 9 YEARS OLD. THIS CHAPTER MADE ME THINK ABOUT MR. BROWN'S SEPTEMBER PRECEPT: "WHEN GIVEN A CHOICE BETWEEN BEING RIGHT AND BEING KIND, CHOOSE KIND" (311). FIRST, AUGGIE WAS HAPPY AND RELIEVED WHEN HE FOUND OUT THAT THE BULLY JULIAN DID NOT GO ON THE TRIP, BECAUSE HE WAS NERVOUS ABOUT SPENDING THREE DAYS IN A ROW WITH JULIAN. AFTER EDDIE AND HIS FRIENDS ATTACKED AUGGIE IN THE WORDS, AUGGIE'S FRIENDS JACK, HENRY, AND AMOS SHOWED THEY WERE KIND WHEN THEY HELPED HIM FIND HIS HEARING AIDS. THE THREE BOYS SHOWED THEY CARED ABOUT AUGGIE, AND PROVED THAT THEY WERE REALLY FRIENDS THAT HE COULD TRUST. WHAT WOULD YOU DO IF YOU WERE FACED WITH THE CHOICE OF STANDING UP TO BULLIES, OR HELPING A FRIEND? I USE THIS PRECEPT IN MY LIFE WHEN IN SCHOOL. WALKING IN THE HALL ONE DAY, A FRIEND OF MINE WANTED ME TO SAY SOMETHING NEGATIVE TO SOMEONE. I CHOOSE TO BE KIND AND NOT GO ALONG WITH WHAT EVERYONE THOUGHT I SHOULD DO.

THANKS FOR READING MY LETTER,

RIPLEY GULLA