



Houston Academy

5th Grade Textbooks

2026-2027

Students in grades 5-8 are expected to purchase required textbooks. Some classes use online books as well as have classroom copies of the textbook. Students will be billed for online textbook subscriptions at the beginning of the school year. Please refer to the comments concerning whether it is required to purchase a textbook.

Subject	Course	Title of Book	ISBN/Order # (Comments)
ELA	ELA 5	<ul style="list-style-type: none">• Language Arts Practice Workbook By McGraw-Hill• Number the Stars by Lois Lowry• Bridge to Terabithia by Katherine Paterson• Where the Red Fern Grows by Wilson Rawls	<ul style="list-style-type: none">• 100022447172• 978044041803• 9780064401845• 9780553274295 The school will purchase these books, and students will be billed in the fall.
Math	5th-grade Math	<ul style="list-style-type: none">• Singapore Math - Dimensions Math• IXL	<ul style="list-style-type: none">• Consumable workbooks and online resources. Students will be billed in the fall.• IXL subscription will be billed in the fall
Science	Science 5	Foss Grade 5 Pathways- Foss Delta Education	<ul style="list-style-type: none">• Online subscription and lab materials will be billed in the fall
Social Studies	Social Studies 5	My World Interactive Social Studies 5	<ul style="list-style-type: none">• Consumable workbooks and online subscriptions will be billed in the fall.



Houston Academy

Middle School (grades 5-8)

Supply list 2026-27

Advisory Supplies: *to be given to the student advisor*

- 2 large containers of Colox Desinfectant Wipes
- 2 Rolls of paper towels
- 1 container of hand sanitizer
- 3 boxes of Kleenex tissues

Student Supplies: *These are the supplies that all students in grades 5-8 should have to start the school year.*

- Earbuds are to be kept in the student's backpack
- 2-3 packs of No. 2 Pencils (if not mechanical, a hand sharpener)
- 1-2 packs of blue or black pens
- 1 pack of Paper Mate Flair pens (different colors)
- 1 pack of 12 colored pencils
- 1 pack of highlighter, multiple colors (preferably blue, yellow, pink & orange)
- 1 pencil pouch
- 1 pack of thin dry-erase markers
- 3 packs of lined index cards
- 3 packs of Post-its
- 1 pack of Post-it flags
- 3-4 packs of college-ruled loose-leaf paper
- 1 pack of clear sheet protectors
- 1 pair of scissors
- 5 X 1-inch 3-ring binders (1 for each class) or 1 X 3-inch binder

Specific Class Supplies: *These are added supplies specifically for the following classes.*

5th Grade:

- 1 3- Subject Notebook (math)
- 3 Packs of loose-leaf graph paper (math)
- 1 Pack of loose-leaf lined paper (math)
- 1 plastic Folder (math)
- 1 Pack of erasable colored pencils (math)
- 1 box of Ziploc baggies (Science)
 - Girls - gallon size
 - Boys- Quart size
- 1 pack of 12 Elmer's Gluesticks

6th grade:

- 1 3- Subject Notebook (math)
- 3 Packs of loose-leaf graph paper (math)
- 1 Pack of loose-leaf lined paper (math)
- 1 plastic Folder (math)
- 1 Pack of erasable colored pencils (math)
- 1 box of Ziploc baggies (Science)
 - Girls - gallon size
 - Boys- Quart size
- 1 pack of 12 Elmer's Gluesticks

7th grade:

- 1 pack of vinyl gloves (girls only) (science)
- 1 bottle of corn syrup (girls only) (science)
- 1 pack of straws (boys only) (science)
- Cheesecloth (boys only) (science)
- 1 dollar store stopwatch (science)
- ½ inch - 1" binder with at least 5 pockets/folders for maps (folder examples: <https://a.co/d/0gqIFFZ0>) (Geography)
- 1 box of colored pencils for the class set (in addition to personal supplies)(Geography)
- 6 bottles of school glue or glue sticks (Geography)
- 1 small pack of highlighters for the class set (in addition to personal supplies)
- 2 Disappearing glue sticks (English)

8th grade:

- 1 box of straws (**girls only**) (science)
- 1 Dollar Store calculator (**boys only**) (science)
- 1 folder with pockets (science)
- 2 Disappearing glue sticks (English)

French Students:

- 1 Pack blue erasable Frixion Pens (10 min)
- 1 Pack red erasable Frixion Pens (4 min)
- 1 Pack of 12 thick, black dry-erase markers
- 1 Mars plastic eraser

Math Summer Review Assignment for Rising 5th Grade 2026-2027

6

- Each student will have a Delta Math assignment to complete over the summer. It may be found at <https://www.deltamath.com/students?code=3KX7-MJ24>. If you are a returning student to Houston Academy, you will create an account using your HA email, and may contact Mrs. Laser at lasers@houstonacademy.com for help with your login information if needed.
- If you are a new student, this is the link to delta math <https://www.deltamath.com/students?code=3KX7-MJ24>. Please create an account using your email so you may do the assignment listed. You may contact Mrs. Laser at lasers@houstonacademy.com for help with your login information and creating an account if needed. You will create new accounts at the beginning of year using HA email.
- The on-line assignments will be available to current students from 6/1/25 through 8/12/26.
- The assignment's work should be done **in pencil**, shown **on lined work paper or graph paper**, **numbered** and **neatly written**. Copy each problem, and work it out. Credit will not be given if work is required, not shown, and only the answer is given. It will be turned in on the first day of school for the first grade of the quarter (a 20 point homework grade).
- The material is review material from what was covered in 4th grade at Houston Academy.
- The on-line Delta Math work will contain examples, explanations, videos and **several attempts** so a 100% is expected.
- CALCULATORS are NOT permitted.
- Upon completion, the Honor Code and student signature should be included at the end of the work, to ensure that the student's work is their own. "My signature affirms my honor."

**Middle School English
Summer Reading Assignment
(Grade 5)**

All students enrolled in 5th grade English in the fall must read the required text selection below. Complete the Questions Quote Response Journal assignment as you read the novel. Your journal will be turned in as an assignment and will be used in discussion when you return to school.

Required Book

Holes by Louis Sachar

ISBN # 978-0440414803

Holes Journal Questions (page 1 of 3)

Chapter: #1 Pages: 3-4	Write a description of Camp Green Lake, using as many details as you can.
Chapter: #2 Pages: 5	Was Stanley Yelnats made to go to Camp Green Lake? Explain.
Chapter: #3 Pages: 6-10	Does Stanley believe in curses and bad luck? Provide specific evidence from the story to support your answer.
Chapter: #4 Pages: 11-15	We have met the main character Stanley. How are YOU like him? How are YOU different from him? Write two sentences about how you are like him, and write two sentences about how you are different.
Chapter: #5 Pages: 16-20	Check to see that you have filled in the "Meet Your Fellow Campers" chart as completely as possible.
Chapter: #6 Pages: 21- 25	1) In your opinion, was Stanley's problem bad luck, destiny, or the fault of the curse on his great great grandfather, and why? 2) A sentence on page 24 uses our word "coincidence." Define the word coincidence, and then explain the coincidence being described on page 24.
Chapter: #7 Pages: 26-40	1) How is Stanley's work and his great great grandfather's carrying the pig similar kinds of work? 2) Look at the bottom of page 35. The author uses two questions there. Why? Does he really expect us to answer?
Chapter: #8 Pages: 41-42	What does the word "predatory" mean here? (p. 42)
Chapter: #9 Pages: 43-47	Why is "Caveman" a good nickname for Stanley?
Chapter: # 10 Pages: 48- 51	Mr. Pendanski said that the warden wasn't interested in rocks or fossils. What do you think the warden would be interested in if the boys dug it up? Guess why you think they have to dig holes and look for things!
Chapter: #11 Pages: 52- 54	How did it help Stanley to imagine getting revenge on the bully?
Chapter: #12 Pages: 55-58	Why is Mr. Pendanski asking these questions? What is he trying to get the boys to think about? What would you like to be when you grow up, and why? What types of skills are needed for that occupation?
Chapter: #13 Pages: 59-63	Stanley was trying to decide whether to help X-Ray or be selfish. Then, he was discovered before he could decide. Why should he have been selfish? Why should he have given the object to X-Ray?
Chapter: #14 Pages: 64-68	The Warden obviously is interested in the object. Write two to three sentences predicting what the object is and why she is interested.

Holes Journal Questions (page 3 of 3)

Chapter: #32 Pages: 145-148	Why couldn't Stanley blame his no-good-pig-stealing-great-great-grandfather for this ?
Chapter: #33 Pages: 149-151	What is Stanley's plan now?
Chapter: #34 Pages: 152-154	If the boat is named the Mary Lou, whose boat would it be?
Chapter: #35 Pages: 155-159	Explain how Zero's face looks "like an old jack-o'-lantern." What literary device is this?
Chapter: #36 Pages: 160-166	How did they remain hopeful even when things were bad?
Chapter: #37 Pages: 167-169	Pretend that you are Zero. What would you be thinking as you climbed with Stanley? OR Zero worked a long time to figure out one word. What can you learn from this?
Chapter: #38 Pages: 170-172	How is this novel like an onion?
Chapter: #39 Pages: 173-176	If you were close to dying, what important things would you like to say to someone?
Chapter: #40 Pages: 177-181	How could Stanley carry Zero so far?
Chapter: #41 Pages: 182-184	Do you think Zero really learned to steal from his mother? Do you think his mother really sold Girl Scout cookies? Where else have we heard about Girl Scouts in this story?
Chapter: #42 Pages: 185-188	If Stanley is in such a horrible situation, then why is he happier now than he has ever been before?
Chapter: #43 Pages: 189-197	Pretend that you are X-Ray, Zigzag, Magnet, Squid or Twitch; what do you think happened to Stanley and Zero?
Chapter: #44 Pages: 198-203	How do you think the Warden knew what they were doing?
Chapter: #45 Pages: 204-206	Who do you think the "woman" is that they talked about?
Chapter: #46 Pages: 207-210	Why can't Stanley understand about the lawyer saying that he was innocent after all?
Chapter: #47 Pages: 211-216	Who is Mrs. Walker? Where have we heard that name before?
Chapter: #48 Pages: 217-222	Why did Squid (Alan) say for Stanley to call his mother and apologize?
Chapter: #49 Pages: 223-225	Why do you think Sachar alternates between the past and the present throughout the story? Give at least two ideas. How might the story be different if he chose a different style?
Chapter: #50 Pages: 229-233	Why might somebody infer that Stanley's family had a curse on it, but it was over now? Who is the lady "sitting in the chair beside Hector" [Zero] and why is she singing the same song that Stanley learned from his parents?

Grade 5 Holes

Meet Your Fellow Campers

Who are the characters that you meet in chapter 5? What are their nicknames (if any)?

Mr. Pendanski-

Warden-

Rex-

Alan-

Lewis-

José-

Theodore-

Ricky-

“Zero”

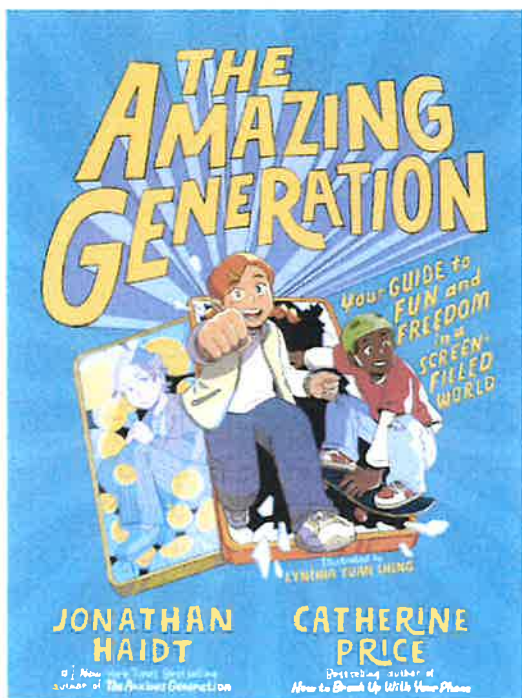
Middle School-Wide Summer Reading Assignment (Grades 5-8)

Required Book

The Amazing Generation

by Jonathan Haidt and Catherine Price

ISBN-13 : 979-821711191



Jonathan Haidt's blockbuster book, *The Anxious Generation*, has sparked a global conversation about the effects of smartphones and social media on young people's development, and has inspired millions of parents, teachers, and leaders to take action. Now, Haidt and Catherine Price, author of the bestselling *How to Break Up with Your Phone*, have teamed up to create a new book that speaks directly to kids. Their goal? To empower young people to stand up for themselves by choosing a life not dominated by screens and social media.

Whether or not kids already have smartphones or social media accounts, this engaging guide is packed with surprising facts, a graphic novel, interactive challenges, secrets that tech leaders don't want kids to know, and real-life anecdotes from young adults who regret getting smartphones at a young age and want to help the next generation avoid making the same mistakes.

In "The Amazing Generation," by Catherine Price and Let Grow Co-Founder Jonathan Haidt, kids read about the alternative to a life online: A life of fun, friendship, and freedom in the real world

But this isn't just a book about what not to do. It's a bold, optimistic, and practical guide to growing into your most authentic, confident, and adventurous self. Readers won't just discover how to avoid becoming the next Anxious Generation. They'll learn how to become amazing. - Amazon.com

- Middle School students who read and complete the accompanying assignment will be invited to an ice-cream social when we return to school in August!
- Parents are encouraged to read *The Anxious Generation* and complete the Parent-Student Reflection Worksheet with their child(ren). Visit letgrow.org for more parent resources!

Name: _____

Grade: _____

The Amazing Generation

By Jonathan Haidt & Catherine Price

Your Guide to Fun and Freedom in a Screen-Filled World

Purpose

As you read *The Amazing Generation*, you will:

- Understand how technology impacts your brain, attention, and relationships
- Reflect on your own habits and choices
- Practice building real-world fun, independence, and balance

Reflection Before Reading:

1. What is one **positive** way technology has influenced your life?

2. What is one **negative** way technology has influenced your life?

Part One: The Tech Wizards Rise - and Their Lies

3. How did the tech wizards lie?

4. Do you spend most of your time in **defend mode** or **discover mode**? How can you tell?

5. Choose one "Try This!" from Part 1. Describe it and the result.

Name: _____

Grade: _____

Part Two: Secrets of the Tech Wizards

1. What surprised or shocked you?

2. What did you learn or find interesting?

3. What was something you already knew?

4. What is one thing you want to try/do/change after reading Part Two?

5. How has your view of technology or the Tech Wizards changed?

6. Choose one "Try This!" from Part Two. Describe it and the result.

7. What is one question you still have?

Name: _____

Grade: _____

Part Three: How to Be a Rebel

1. What does it mean to be a rebel in the context of this book?

2. When do you feel most connected to other people? Why do you think that is?

3. Are some forms of technology better than others? Give an example of one that can be helpful and one that can be harmful.

4. How can you establish healthy habits for screens? Give at least three examples.

5. Choose one "Try This!" from Part Three. Describe it and the result.

6. What is one thing you want to try/do/change after reading Part Three?

7. What is one question you still have?

Name: _____

Grade: _____

Conclusion: How to Fill Your Life with Real Friendship, Freedom and Fun

Student Reflection

1. What is the biggest lesson you've learned from this book?

2. How can you personally balance technology and real-world experiences?

3. Choose one "Try This!" from the Conclusion. Describe it and the result.

Self-Assessment

Estimated daily screen time (not including schoolwork): _____ hours/minutes

Top 3 most-used apps/screen-time activities:

- 1. _____
- 2. _____
- 3. _____

How do you usually feel after extended screen time?

Energized Tired Distracted Anxious Calm Other: _____

How do you usually feel after playing outside or being in nature?

Energized Tired Distracted Anxious Calm Other: _____

What might you be missing out on because of screen time?

Name: _____

Grade: _____

Action Steps

Try **“The Let Grow Experience.”**

Step 1: What is a new, real-world thing you’d like to try on your own?

Step 2: Make a simple plan. What will you do? How will you handle any surprises?

Step 3: Do it (without your parents)! How did it go? How did you feel afterward?

Try **“Ways to Have Fun Without a Phone”** Choose 10 ideas from Page 210-211.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

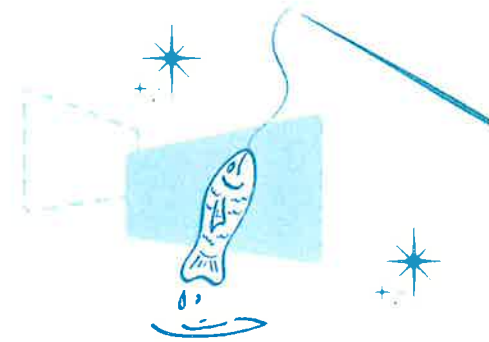
7. _____

8. _____

9. _____

10. _____

THE **LET GROW** SUMMER EXPERIENCE



Activity Ideas

GO OUTSIDE

- Climb a tree.
- Ride your bike. (Bonus: No hands!)
- Race remote control cars.
- Frisbee! Tag! Frisbee Tag!
- Get kids to come out and play.
- Have a picnic.
- Fly a kite.
- Rollerblade.
- Skateboard.
- Nerf battle!
- Hopscotch.
- Geocache!
- Jump rope.
- Go fishing.
- Watch the sun rise or set.
- Stargaze.
- Skip rocks.
- Dig a hole.
- Hike a local trail.

AND STAY OUTSIDE

- Football!
- Baseball!
- Four square!
- Jump rope!
- Soccer!
- Some game you make up using a ball, Frisbee, balloon or stick.
- Some game involving chalk.
- Play catch with a friend (human or dog).

- Balance on something hard to balance on.
- Pick up trash in the neighborhood.
- Go fishing!
- Walk a mile.
- Walk FIVE miles!

HEAD TO THE KITCHEN

- Make yourself a snack.
- Find a new recipe and try it on your own.
- Make cookies.
- Boil water and make pasta.
- Make breakfast for your family.
- Make dinner for your family.
- Smoothies! Made by you!
- Ice pops! A classic!
- Plan a backyard BBQ and cook it!

STAY COOL

- Run through the sprinklers at home! At a park! Anywhere water is gushing!
- Water balloon fight!
- Walk in the rain.
- Play in the mud.
- Make your own air conditioner (Hint: ice and a fan?)
- Do the grocery shopping. (Enjoy the air conditioning!)

- Invent a recipe for something cold.
- Go to the movies with friends.
- Sleep under the stars.
- Eat some meals outside.

GET AROUND

- Run an errand.
- Ride your bike someplace. Or no place.
- Walk to a friend's.
- Visit a neighbor.
- Cross a street.
- Take a bus, train or ferry.
- Go to the library. Sign up for a library card.
- Make a scavenger hunt.
- Get a present for a friend or relative.
- Find or make a hideaway.
- Flashlight tag.
- More flashlight tag.

LEVEL UP

- Make your own haircut or dentist appointment.
- Put air in a bike tire.
- Fix a bike chain.
- Mow the lawn.
- Make a shopping list and shop.
- Stay home alone.
- Take cousins or siblings someplace.
- Also bring them home.

THE **LET GROW** SUMMER EXPERIENCE



Activity Ideas

ANIMAL TIME

- Walk the dog. (And scoop if you must.) (You must!)
- Pet sit for a neighbor or friend.
- Go to the pet store.
- Look for bugs.
- Catch one! (Maybe now it's a pet?)
- Take on the pet chores in your house.
- Go bird watching in the park.
- Feed the birds.
- Teach your pet a new trick.
- Discover a new species. (Good luck!)

HELP OUT

- Tutor a kid in something.
- Babysit a sibling.
- Babysit a non-sibling.
- Help out a neighbor.
- Teach someone younger how to do something.
- Clean out your room and donate something.
- Write and mail a letter or thank-you card.
- Hang art in your window for people to see.

GET GROWING

- Plant flowers that are good for butterflies.
- Grow something you can eat.
- Create your own container or fairy garden.
- Weed your garden.
- Water it too!

MAKE IT

- Make a fort (outside!).
- Make a bird feeder (then watch the show!).
- Sew something.
- Build an obstacle course.
- Make art outside.
- Build something you can use.
- Make a sidewalk mural with chalk.
- Make up a dance or gymnastics routine. Teach it to a friend.
- Paint rocks and leave them in your neighborhood for people to find.
- Write and illustrate a story or comic book.
- Take something apart.
- Put it back together.
- Make something that has wheels.
- Repair something.
- Make (and bury) a time capsule.

GO BIG

- Paint a room.
- Camp outside.
- Find a part-time gig.
- Have a no TV or electronics day.
- Volunteer.
- Organize a yard sale.
- Go someplace you don't fit in...and stay there a while.
- Learn to play the ukulele. (Outside!)
- Put on a talent show for friends, neighbors, relatives or anyone willing to watch.

MY IDEAS

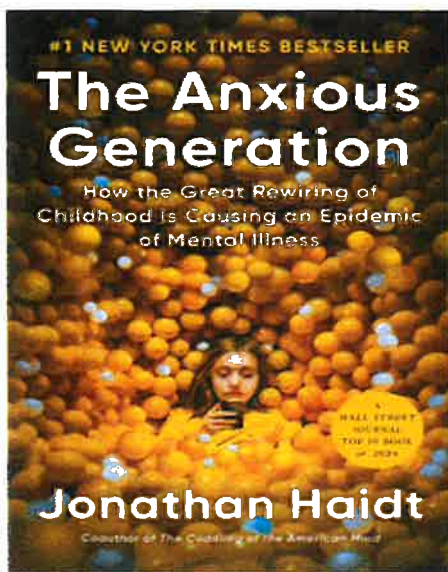
- _____
- _____
- _____
- _____
- _____
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- _____
- _____

Middle School-Wide Summer Reading Parent Assignment
Required Book

The Anxious Generation

by Jonathan Haidt

ISBN-13: 979-821711191



Named one of the best books of the year by The Wall Street Journal, The New York Times Book Review, The Washington Post, Time, The Economist, New York Post, and Town & Country One of Barack Obama's Favorite Books of the Year Named finalist for the PEN Literary Awards

"With tenacity and candor, Haidt lays out the consequences that have come with allowing kids to drift further into the virtual world . . . While also offering suggestions and solutions that could help protect a new generation of kids." —Time

After more than a decade of stability or improvement, the mental health of adolescents plunged in the early 2010s. Rates of depression, anxiety, self-harm, and suicide rose sharply, more than doubling on many measures. Why? In *The Anxious Generation*, social psychologist Jonathan Haidt (pronounced "height") lays out the facts about the epidemic of teen mental illness that hit many countries at the same time.

He then investigates the nature of childhood, including why children need play and independent exploration to mature into competent, thriving adults. Haidt shows how the "play-based childhood" began to decline in the 1980s, and how it was finally wiped out by the arrival of the "phone-based childhood" in the early 2010s. He presents more than a dozen mechanisms by which this "great rewiring of childhood" has interfered with children's social and neurological development, covering everything from sleep deprivation to attention fragmentation, addiction, loneliness, social contagion, social comparison, and perfectionism. He explains why social media damages girls more than boys and why boys have been withdrawing from the real world into the virtual world, with disastrous consequences for themselves, their families, and their societies.

Most important, Haidt issues a clear call to action. He diagnoses the "collective action problems" that trap us, and then proposes four simple rules that might set us free. He describes steps that parents, teachers, schools, tech companies, and governments can take to end the epidemic of mental illness and restore a more humane childhood.

Haidt has spent his career speaking truth backed by data in the most difficult landscapes—communities polarized by politics and religion, campuses battling culture wars, and now the public health emergency faced by Gen Z. We cannot afford to ignore his findings about protecting our children—and ourselves—from the psychological damage of a phone-based life.

Source: Amazon.com

Name: _____

Grade: _____

Part One – Parent-Student Reflection Worksheet

Theme: Understanding the Digital Shift

Discussion Prompts:

- Parent: Share how technology was different when you were a teen.
- Student: Share how technology is part of your daily routine now.
- Together: Compare and contrast the two experiences.

Joint Reflection Questions:

1. What benefits does technology bring to your family?

2. What challenges has it created?

3. What is one way you can support each other in using tech wisely?

Parent Signature: _____

Date: _____

Name: _____

Grade: _____

Part Two – Parent-Student Reflection Worksheet

Theme: Social Media & Mental Health

Discussion Prompts:

- Parent: Share how peer pressure looked when you were young.
- Student: Explain how social media influences self-image today.
- Together: Talk about similarities and differences.

Joint Reflection Questions:

1. How can social media affect mental health?

2. How can the family encourage healthy self-esteem offline?

3. What is one family activity you could do together instead of screen time?

Parent Signature: _____

Date: _____

Name: _____

Grade: _____

Part Three – Parent/Student Reflection Worksheet

Theme: Habits, Sleep & Balance

Discussion Prompts:

- Parent: Share your biggest challenges balancing screens, work and home life.
- Student: Share your biggest challenges balancing screens, schoolwork, and social life.
- Together: Compare challenges with screen use and strategies that help maintain balance.

Joint Reflection Questions:

1. What habits make your daily routine healthier?

2. How can the family support better sleep for everyone?

3. What healthy boundaries could you set together for technology use?

Parent Signature: _____

Date: _____

Name: _____

Grade: _____

Part Four – Parent-Student Reflection Worksheet

Theme: Hope & Moving Forward

Discussion Prompts:

- Parent: Share hopes for how together you can improve family and community life.
- Student: Share hopes for how living more in the “real world” and less in the “digital world” can improve your future.
- Together: Identify ways to keep each other accountable.

Joint Reflection Questions:

1. How can your family encourage more face-to-face connection?

2. What role should parents play in modeling intentional tech use?

3. How can your family maintain balance rather than eliminating technology completely?

Parent Signature: _____

Date: _____