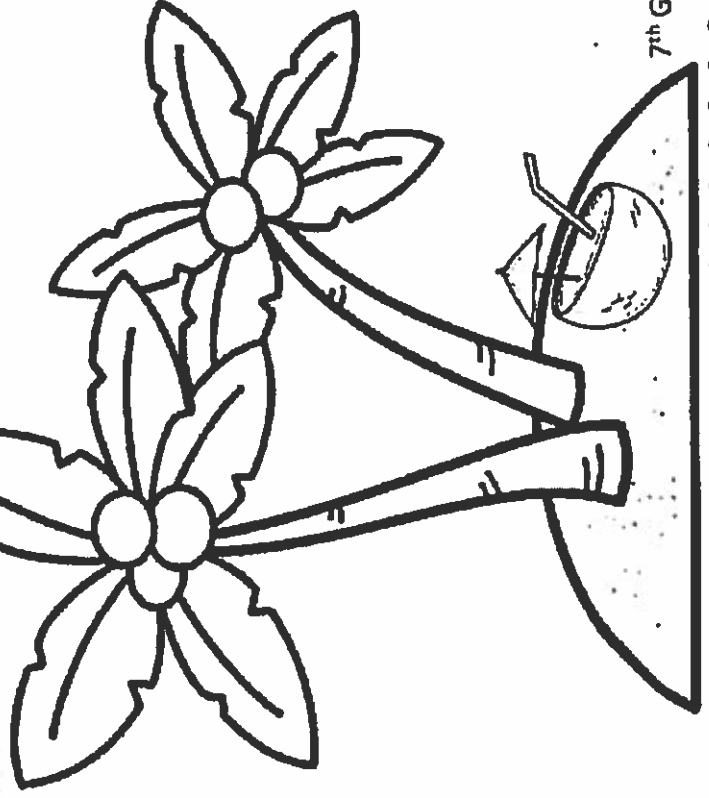


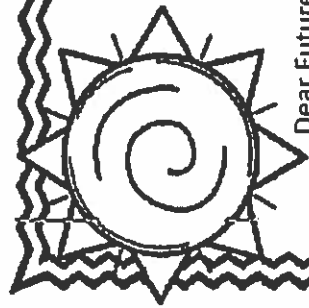
INCOMING 7TH GRADE

SUMMER MATH CALENDAR



7<sup>th</sup> Grade Summer Math





# Summer Math Calendar

Dear Future 7<sup>th</sup> Grade Students and Parents,

This summer math calendar has been created to help you maintain all of your hard work that you have done this past year in Math and to prepare you for what is to come in 7<sup>th</sup> grade Math. To help you do this, we have put together this calendar with the math concepts that you have already learned so that your skills are sharp and ready to begin 7<sup>th</sup> grade math.

Each week you have been assigned five sets of problems to complete. You have options on which way you would like to complete them. You may choose when and how to complete them using the following options:

OPTION A: You may do the problems for each week all in one day.

OPTION B: You may spend five minutes each day completing one problem.

OPTION C: Create your own Option and schedule.

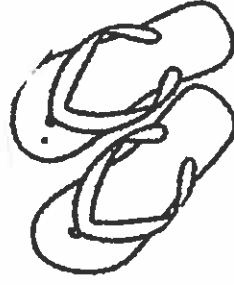
You may work on the calendar in whichever way best suits your style. All we ask is that you do not leave the calendar until the week or the days before school begins. This calendar is meant for you to maintain your skills. You may use the advice of siblings, parents and most importantly your own brain to complete the calendar. You must show all of your work and it should be completed in pencil. There is also an evaluation form for you and your parents to complete. This will help us in ensuring that you get the most out of our Math Summer Packets.

All students who return their **fully completed** Summer Calendar and their evaluations to their math teacher within the first week of school will have their name entered into a drawing for a **\$20 GIFT CARD!!**

Good Luck! We hope you have a fabulous summer! We can't wait to see you back in the Fall!

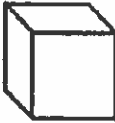
Sincerely,

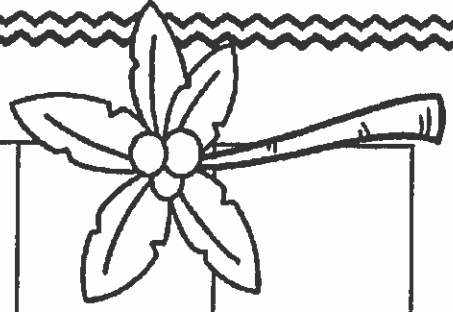
The Benjamin Stoddert Math Department



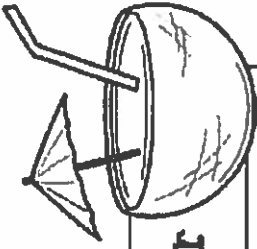


# Week One

| Problem   | Work & Answer |
|---|---------------|
| <p>In a bouquet of 24 roses, sixteen are red and the rest are pink.<br/>What is the ratio of pink to red roses?</p> <p>6.RF.1</p>   |               |
| <p>Find each quotient</p> <p>a.) <math>6,728 \div 16</math><br/>b.) <math>18,931 \div 83</math></p> <p>6.NS.2</p>   |               |
| <p>How many faces, vertices and edges are on a box?</p>  <p>6.G.2</p>                              |               |
| <p>Evaluate each expression if <math>a = 2</math>, <math>b = 3</math> and <math>c = 4</math>.</p> <p>a.) <math>2a + 4b - c</math><br/>b.) <math>6(a + c) - b</math></p> <p>6.EE.2</p> |               |
| <p>Jimmy can run 3.5 miles in 20 minutes. How far can he run in one hour and ten minutes?</p> <p>6.RF.2</p>   |               |

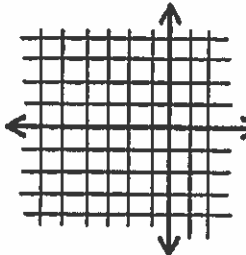
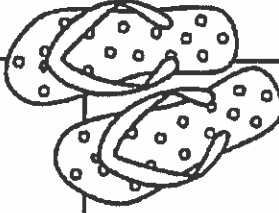


# Week Two

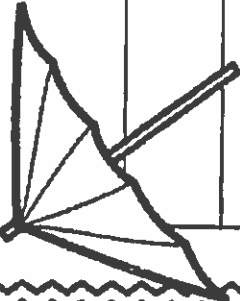


| Problem  | Work & Answer |
|--|---------------|
| <p>A season pass to the local waterpark costs \$84. If you go to the park ten times during the season, what is the unit rate of cost per visit?</p> <p>6.RP.2</p>  |               |
| <p>Find the LCM of the following:</p> <p>a.) 3 and 8<br/>b.) 9 and 12<br/>c.) 4 and 6</p> <p>6.NF.4</p>  |               |
| <p>Find each product:</p> <p>a.) <math>13.08 \times 0.7</math>      b.) <math>1.14 \times 0.86</math></p> <p>6.NS.3</p>  |               |
| <p>On Thursday the high temperature was <math>0^{\circ}\text{C}</math>. If it was three degrees colder on Friday, what was the temperature?</p> <p>6.NF.5</p>      |               |
| <p>Right before a snow store the hardware store sold fifteen shovels in sixty minutes. At that rate the store sold a shovel every _____ minutes.</p> <p>6.RP.5</p> |               |

# Week Three

| Problem   | Work & Answer   |
|---|---|
| Find the GCF of the following:<br>a.) 18 and 24    b.) 12 and 36<br>c.) 32 and 96   |   |
| Phoebe needs to use $\frac{3}{4}$ cup to make one batch of cookies.<br>How many batches can she make with 12 cups of sugar? |   |
| Which is colder $-3^\circ$ or $-13^\circ$ ? How much colder is that degree?   |   |
| Graph the ordered pairs.<br>$(-3, -1)$ $(1, -1)$ $(1, 5)$   |   |
| Connect the points in the previous problem. Then find the area of the given figure.   |  |

# Week Four



| Problem   | Work & Answer |       |       |          |          |      |           |   |   |   |   |   |  |
|---|---------------|-------|-------|----------|----------|------|-----------|---|---|---|---|---|--|
| <p>Find the value of the following:</p> <p>a.) <math>2^4</math>   b.) <math>4^3</math></p> <p>c.) <math>6^2</math></p> <p>6.EE.1</p>  |               |       |       |          |          |      |           |   |   |   |   |   |  |
| <p>Study the data table which shows the number of laps each student ran during warm up of gym class. then find the mean number of laps.</p> <table border="1" data-bbox="625 1074 755 1734"><thead><tr><th>Student</th><th>Jack</th><th>Julie</th><th>Ben</th><th>Beatrice</th><th>Carl</th></tr></thead><tbody><tr><td># of laps</td><td>4</td><td>7</td><td>6</td><td>5</td><td>8</td></tr></tbody></table> <p>6.SP.5</p> | Student       | Jack  | Julie | Ben      | Beatrice | Carl | # of laps | 4 | 7 | 6 | 5 | 8 |  |
| Student   | Jack          | Julie | Ben   | Beatrice | Carl     |      |           |   |   |   |   |   |  |
| # of laps   | 4             | 7     | 6     | 5        | 8        |      |           |   |   |   |   |   |  |
| <p>Find the absolute value of each:</p> <p>a.) <math>-8</math>   b.) <math>8</math></p> <p>6.NE.7</p>   |               |       |       |          |          |      |           |   |   |   |   |   |  |
| <p>Write and solve an inequality that means a number plus four is greater than or equal to twelve.</p> <p>6.EE.5</p>  |               |       |       |          |          |      |           |   |   |   |   |   |  |
| <p>A box of twelve granola bars was \$3.60. What was the unit cost per bar?</p> <p>6.RP.2</p>   |               |       |       |          |          |      |           |   |   |   |   |   |  |




# Week Five

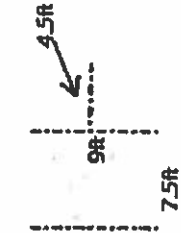
## Work & Answer

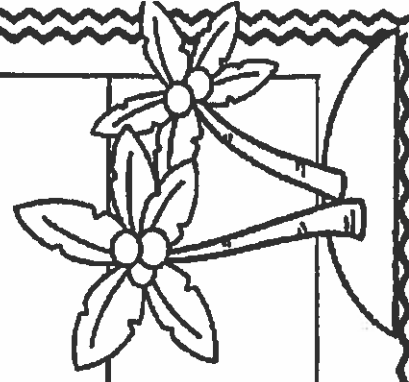
| Problem   | Work & Answer |
|---|---------------|
| Evaluate each expression<br>a.) $16 + 3^2 \times 2$<br>b.) $2^3 \div 4 + 12$<br>c.EE.1  |               |
| Find the prime factorization of each:<br>a.) 16    c.) 72<br>c.NS.4   |               |
| Using the data plot in the next space, what is the outlier of the data that shows the high temperature of the last ten days?<br>6.SP.2    |               |
| Solve for each variable.<br>a.) $m - 64 = 7$ b.) $3r + 2 = 35$<br>6.EE.5  |               |
| An aquarium's dimensions are $3\frac{1}{4}$ ft $\times$ 2 ft $\times$ $1\frac{3}{4}$ ft.<br>What is the volume of the aquarium?<br>6.GA.2 |               |

# Week Six

| Problem   | Work & Answer   |
|---|---|
| <p>Circle the letter of the survey question that will yield more results. Explain why you choose that question.</p> <p>6.SP.1</p>                                   | <p>a.) What country does each participant live in?<br/>b.) What town or city does each participant live in?</p> |
| <p>List three solutions for the inequality <math>x \leq 3</math> and give three numbers that are not solutions.</p> <p>6.EE.8</p>                                   | <p>Solutions: _____<br/>Not Solutions: _____</p>  |
| <p>Circle the expression equivalent to <math>9x + 36</math>.</p> <p>6.EE.3</p>  | <p>a.) <math>3(x + 9)</math><br/>b.) <math>9(x + 4)</math></p>  |
| <p>Find the mean, median and mode of the below test scores:</p>  <p>6.SP.2</p> |   |
| <p>a.) What is the opposite of -7?<br/>b.) How many units are -7 and its opposite from zero?</p> <p>6.NS.5</p>  |   |

# Week Seven

| Problem   | Work & Answer |
|---|---------------|
| <p>Which expression is equivalent to <math>56x - 28y + 42</math>?</p> <p>a.) <math>8(7x - 3y + 6)</math>    b.) <math>7(8x + 4y + 6z)</math><br/>           c.) <math>7(8x - 4y + 6)</math></p> <p>6.EE.4</p> |               |
| <p>Find the area of the figure.</p>  <p>5ft<br/>     10.5ft<br/>     9ft<br/>     7.5ft<br/>     4.5ft</p> <p>6.G.1</p>    |               |
| <p>Add or subtract.</p> <p>a.) <math>523.74 + 319.281</math><br/>           b.) <math>120.16 + 38.094</math><br/>           c.) <math>604.11 - 57.989</math></p> <p>6.NS.3</p>                                |               |
| <p>Anna bought a sweater at 40% off the original price. If she paid \$12, what was the original price of the sweater?</p> <p>6.RP.3</p>   |               |
| <p>The area of the garden was <math>2\frac{2}{5}\text{yd}^2</math>. If the length is <math>1\frac{1}{2}\text{yd}</math>, find the width.</p> <p>6.NS.1</p>  |               |



# Summer Math Calendar Evaluation for Students

Please rate the following on a scale from 1-10, with 1 being the easiest and 10 being the hardest.

\_\_\_\_\_ How would you rate the difficulty of the problems in general throughout the summer math calendar?

What types of problems in the calendar were the most difficult and why?

What types of problems in the calendar were the easiest and why?

When did you complete the calendar? How did you pace yourself when completing the calendar? (Did you do it every day, once a week, completed it in a few days?)

If you could change anything about the summer math calendar what would you change and why?

*Thank you for taking the time to complete this evaluation! I really appreciate your input!*

# Summer Math Calendar Evaluation for Parents

- 1.) How difficult did you feel this summer math calendar was for your student? Was it too easy or too difficult or somewhere in the middle?
- 2.) How much help did you give your son or daughter in completing this calendar?
- 3.) What would you say was the best thing about the summer math calendar?
- 4.) What would you say was the most difficult thing about the summer math calendar?
- 5.) How did you feel about the amount of problems given to your student?
- 6.) If you could change one thing about the summer math calendar in general, what would you change?

*Thank you for taking the time to complete this evaluation! I really appreciate what you have to say!*