

Happy Summer!

In an effort to prevent the dreaded "Summer Slide", we are sending home some math work for them to work on at their leisure during the summer. The math concepts that are within the packet are concepts that should have been learned already. If a student has forgotten a topic, at the top of most pages, there is a refresher. This can sometimes be difficult to understand, so they are also able to look up videos. Khan Academy is a really great resource for this.

These should be completed by the end of summer vacation.
I look forward to seeing your student in the Fall!

Have a safe and happy summer!

Miss Elwer

relwer@smsberea.org

Topics for incoming 7th graders include:

- Order of Operations
- Writing Numbers in Words and Digits
- Renaming Fractions, Decimals, and Percents
- Order Decimals
- Add and Subtract Whole Numbers
- Multiply & Divide Whole Numbers
- Add Mixed Numbers
- Subtract Mixed Numbers
- Multiply Fractions & Solve Proportions
- Add & Subtract Decimals
- Multiply and Divide Decimals
- Find the Percent of a Number
- Solving One-Step Equations
- Measurement, Area, and Perimeter
- Units of Measure
- Using Tables and Graphs
- Finding the Average
- Solving Percent Problems

Summer Mathematics Packet

Write Numbers in Words and Digits

Hints/Guide:

In order to read numbers correctly, we need to know the order of each place value. The order is the following:

- | | |
|--------------------------|---------------------------------|
| 1,000,000 is one million | 100,000 is one hundred thousand |
| 10,000 is ten thousand | 1,000 is one thousand |
| 100 is one hundred | 10 is ten |
| 1 is one | 0.1 is one tenth |
| 0.01 is one hundredth | 0.001 is one thousandth |

So, the number 354.67 is read as three hundred fifty four and sixty-seven hundredths and 3,500,607.004 is read as three million, five hundred thousand, six hundred seven and four thousandths. Please remember that the word "and" indicates and location of the decimal point in mathematics and should not be used anywhere else (for example, it is inappropriate to read 350 as three hundred and fifty, because "and" means a decimal point). Also, the term "point" in mathematics is a geometry term and should not be used in naming numbers (for example, 3.5 is not three "point" five, but rather three and five tenths).

Exercises:

Write the number name:

1. 560.08 _____
2. 7.016 _____
3. 24.47 _____
4. 6,003 _____
5. 3,005,600.07 _____

Write the number the name represents:

6. Forty-five thousandths _____
7. Seventeen and seven hundredths _____
8. Five million, three hundred thousand, twenty-nine and six tenths _____
9. Six million and five thousandths _____
10. Two hundred eight thousand, four _____

Rename Fractions, Percents, and Decimals

Hints/Guide:

To convert between fractions and percents, we must first convert fractions into decimals: We start with the fraction, such as $\frac{3}{5}$, and divide the numerator (the top number of a fraction) by the denominator (the bottom number of a fraction). So:

$$\begin{array}{r}
 6 \\
 5 \overline{) 3.0} \\
 \underline{- 30} \\
 0
 \end{array}
 \quad
 \frac{3}{5} \text{ is equivalent to } 0.6
 \quad \text{OR} \quad
 \begin{array}{r}
 0.22 \dots \\
 9 \overline{) 2.00}
 \end{array}
 \quad
 \frac{2}{9} \text{ is equivalent to } 0.\overline{2}$$

To convert a decimal to a percent, we multiply the decimal by 100 (percent means a ratio of a number compared to 100). A short-cut is sometimes used of moving the decimal point two places to the right (which is equivalent to multiplying a decimal by 100, so

$$0.6 \times 100 = 60 \text{ and } \frac{3}{5} = 0.6 = 60\%$$

To convert a percent to a decimal, we divide the percent by 100,
 $60\% \div 100 = 0.6$ so $60\% = 0.6$

Exercises:

No Calculators!

Rename each fraction as a decimal:

1. $\frac{1}{5} =$

2. $\frac{3}{4} =$

3. $\frac{1}{2} =$

4. $\frac{1}{3} =$

5. $\frac{8}{10} =$

6. $\frac{2}{3} =$

Rename each fraction as a percent:

7. $\frac{1}{5} =$

8. $\frac{3}{4} =$

9. $\frac{1}{2} =$

10. $\frac{1}{3} =$

11. $\frac{8}{10} =$

12. $\frac{2}{3} =$

Rename each percent as a decimal:

13. $8\% =$

14. $60\% =$

15. $11\% =$

16. $12\% =$

17. $40\% =$

18. $95\% =$

Order Decimals

Hints/Guide:

To compare decimals and list them from least to greatest, it is easier to compare decimals that are the same place value, so one process we can use to compare decimals is to include trailing zeros to make all of the decimals that same place value. For example, to put the following in order from least to greatest:

.3, 1.61, .006, .107 is easier to compare as:
0.300, 1.610, 0.006, 0.107
to achieve 0.006, 0.107, 0.300, 1.610
and then return to the original form: 0.006, 0.107, 0.3, 1.61

Exercises:

List each group of numbers in order from least to greatest:

1. 20, 4, .6, .08

2. 246.8, 248.6, 244.9, 246.5

3. 1.03, 2.4, .89, .987

4. 14.8, 2.68, .879, 8.47

5. 5.3, 5.12, 5.38, 5.29

6. 54.89, 56.3, 58.1, 52.98

7. 4, .006, .8, .07

8. 297, 3.456, 64.4, 7.24

9. 794, 793.8, 794.65, 794.7

10. 9, 6.7, 7.24, 14

11. 4.2, 4.19, 4.07, 4.3

12. 3.75, 6.7, 3.8, .45

Summer Mathematics Packet

Add and Subtract Whole Numbers

Hints/Guide:

The key in adding and subtracting whole numbers is the idea of regrouping. If a column adds up to more than ten, then the tens digit of the sum needs to be included in the next column. Here is an example of the steps involved in adding:

$$\begin{array}{r} 1 \\ 346 \\ + 157 \\ \hline 3 \end{array} \quad \text{to} \quad \begin{array}{r} 1 \\ 346 \\ + 157 \\ \hline 03 \end{array} \quad \text{to} \quad \begin{array}{r} 346 \\ + 157 \\ \hline 503 \end{array}$$

Because $6 + 7 = 13$, the 3 is written in the ones digit in the solution and the 1 is regrouped to the tens digit. Then, $1 + 4 + 5 = 10$, the 0 is written in the tens digit of the solution and the 1 is regrouped to the hundreds place of the problem. Finally, since $1 + 3 + 1 = 5$, the solution is 503.

For subtraction, regrouping involves transferring an amount from a higher place value to lesser place value. For example:

$$\begin{array}{r} 31 \\ 346 \\ - 157 \\ \hline 9 \end{array} \quad \text{to} \quad \begin{array}{r} 213 \\ 346 \\ - 157 \\ \hline 89 \end{array} \quad \text{to} \quad \begin{array}{r} 2 \\ 346 \\ - 157 \\ \hline 189 \end{array}$$

Because 7 cannot be taken from 6 in the set of whole numbers, we must regroup 1 ten to create $16 - 7$, which is 9. Then, since we have taken 1 ten, the 4 has become 3, and we must take 1 from the 3 to create 13, and $13 - 5 = 8$. Finally, we have 2 hundreds remaining, and $2 - 1 = 1$, so the solution is 189.

Exercises: Solve:

No Calculators!

1.
$$\begin{array}{r} 6,496 \\ 4,113 \\ + 3,608 \\ \hline \end{array}$$

2. $54,398 + 64,508 =$

3.
$$\begin{array}{r} 3,254 \\ 754 \\ + 690 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 54,678 \\ + 7,123 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 98,455 \\ - 9,770 \\ \hline \end{array}$$

6. $14,789 - 908 =$

7.
$$\begin{array}{r} 38,904 \\ - 9,878 \\ \hline \end{array}$$

8. $908 - 774 =$

9.
$$\begin{array}{r} 6,996 \\ - 456 \\ \hline \end{array}$$

Summer Mathematics Packet

Multiply and Divide Whole Numbers

Hints/Guide:

To multiply whole numbers, we must multiply the first number by one digit of the second number. The key is that when multiplying by each digit we must remember the place value of the number we are multiplying by:

$$\begin{array}{r} 534 \\ \times 46 \\ \hline 3204 \\ 21360 \\ \hline 24562 \end{array}$$

So we first multiply 534 by 6 to get 3204 (This is done by regrouping digits similar to adding, so $6 \times 4 = 24$, the 4 is written down and the 2 is added to the next product). Next, a zero is placed in the ones digit because when multiplying by the 4 in 46, we are multiplying by the tens digit, or 40. Next, we multiply 534×4 to get 21360. Finally, we add the two products together to get 24,564.

To divide whole numbers, we must know basic division rules are the opposite of multiplying rules. So if we know our times tables, we know how to divide (a review over the summer might not be a bad idea!). Since 3×4 is 12, then $12 \div 4 = 3$ and $12 \div 3 = 4$. Again, we deal with one digit at a time, so:

$$\begin{array}{r} 634 \\ 12 \overline{) 7608} \\ \underline{- 72} \\ 40 \\ \underline{- 36} \\ 48 \\ \underline{- 48} \\ 0 \end{array}$$

First, we notice that 12 does not divide into 7, so we determine how many times 12 goes into 76. This is 6. Next, multiply 6×12 and place the answer, 72, under the 76 you have used. Now, subtract $76 - 72$ and place the 4 underneath the 72. Bring down the next digit from the number being divided, which is 0, and determine how many times 12 goes into 40. The answer is 3 and $3 \times 12 = 36$, so place 36 under the 40. Now, subtract $40 - 36$ and place the 4 under 36 and bring down the 8. 12 goes into 48 four times evenly, so there is no remainder in this problem.

Exercises: Solve:

No Calculators!

1. $\begin{array}{r} 742 \\ \times 17 \\ \hline \end{array}$

2. $\begin{array}{r} 25 \\ \times 13 \\ \hline \end{array}$

3. $\begin{array}{r} 659 \\ \times 7 \\ \hline \end{array}$

4. $\begin{array}{r} 407 \\ \times 29 \\ \hline \end{array}$

5. $\begin{array}{r} 81 \\ \times 5 \\ \hline \end{array}$

6. $86 \overline{) 2,236}$

7. $57 \overline{) 13,338}$

8. $5 \overline{) 205}$

9. $7 \overline{) 1463}$

10. $16 \overline{) 3840}$

11. $11 \overline{) 2211}$

12. $9 \overline{) 3789}$

Summer Mathematics Packet

Add Mixed Numbers

Hints/Guide:

When adding mixed numbers, we add the whole numbers and the fractions separately, then simplify the answer. For example:

$$\begin{array}{r} 4\frac{1}{3} = 4\frac{8}{24} \\ + 2\frac{6}{8} = 2\frac{18}{24} \\ \hline 6\frac{26}{24} = 6 + 1\frac{2}{24} = 7\frac{2}{24} = 7\frac{1}{12} \end{array}$$

First, we convert the fractions to have the same denominator, then add the fractions and add the whole numbers. If needed, we then simplify the answer.

Exercises: Solve in lowest terms:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1.
$$\begin{array}{r} 2\frac{1}{4} \\ + 8\frac{1}{2} \\ \hline \end{array}$$

2.
$$\begin{array}{r} 3\frac{8}{15} \\ + 7\frac{1}{3} \\ \hline \end{array}$$

3.
$$\begin{array}{r} 3\frac{3}{5} \\ + 5\frac{1}{2} \\ \hline \end{array}$$

4.
$$\begin{array}{r} 5\frac{3}{8} \\ + 4\frac{1}{4} \\ \hline \end{array}$$

5.
$$\begin{array}{r} 7\frac{3}{7} \\ + 6\frac{1}{2} \\ \hline \end{array}$$

6.
$$\begin{array}{r} 5\frac{5}{9} \\ + 1\frac{1}{3} \\ \hline \end{array}$$

7.
$$\begin{array}{r} 4\frac{1}{3} \\ + 6\frac{1}{4} \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1\frac{2}{3} \\ + 6\frac{1}{4} \\ \hline \end{array}$$

9.
$$\begin{array}{r} 1\frac{2}{9} \\ + 5\frac{2}{3} \\ \hline \end{array}$$

Summer Mathematics Packet

Subtract Mixed Numbers

Hints/Guide:

When subtracting mixed numbers, we subtract the whole numbers and the fractions separately, then simplify the answer. For example:

$$\begin{array}{r} 7\frac{3}{4} = 7\frac{18}{24} \\ -2\frac{15}{24} = 2\frac{15}{24} \\ \hline 5\frac{3}{24} = 5\frac{1}{8} \end{array}$$

First, we convert the fractions to have the same denominator, then subtract the fractions and subtract the whole numbers. If needed, we then simplify the answer.

Exercises: Solve in lowest terms:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

$$1. \begin{array}{r} 4\frac{1}{3} \\ -2\frac{1}{4} \\ \hline \end{array}$$

$$2. \begin{array}{r} 6\frac{3}{4} \\ -\frac{2}{3} \\ \hline \end{array}$$

$$3. \begin{array}{r} 9\frac{2}{3} \\ -6\frac{1}{4} \\ \hline \end{array}$$

$$4. \begin{array}{r} 6\frac{3}{4} \\ -5\frac{1}{5} \\ \hline \end{array}$$

$$5. \begin{array}{r} 7\frac{1}{2} \\ -3\frac{1}{4} \\ \hline \end{array}$$

$$6. \begin{array}{r} 3\frac{1}{2} \\ -2\frac{3}{10} \\ \hline \end{array}$$

$$7. \begin{array}{r} 9\frac{7}{10} \\ -4\frac{1}{2} \\ \hline \end{array}$$

$$8. \begin{array}{r} 8\frac{5}{6} \\ -5\frac{1}{3} \\ \hline \end{array}$$

$$9. \begin{array}{r} 6\frac{3}{4} \\ -6\frac{5}{8} \\ \hline \end{array}$$

Multiply Fractions and Solve Proportions

Hints/Guide:

To solve problems involving multiplying fractions and whole numbers, we must first place a one under the whole number, then multiply the numerators together and the denominators together. Then we simplify the answer:

$$\frac{6}{7} \cdot 4 = \frac{6}{7} \cdot \frac{4}{1} = \frac{24}{7} = 3\frac{3}{7}$$

To solve proportions, one method is to determine the multiplying factor of the two equal ratios. For example:

$$\frac{4}{9} = \frac{24}{x} \text{ since 4 is multiplied by 6 to get 24, we multiply 9 by 6, so } \frac{4}{9} = \frac{24}{54}.$$

Since the numerator of the fraction on the right must be multiplied by 6 to get the numerator on the left, then we must multiply the denominator of 9 by 6 to get the missing denominator, which must be 54.

Exercises: Solve (For problems 8 - 15, solve for N):

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. $4 \cdot \frac{3}{4} =$

2. $\frac{1}{5} \cdot 7 =$

3. $8 \cdot \frac{1}{5} =$

4. $6 \cdot \frac{3}{7} =$

5. $\frac{4}{5} \cdot 4 =$

6. $\frac{2}{3} \cdot 6 =$

7. $7 \cdot \frac{1}{4} =$

8. $\frac{1}{5} = \frac{n}{20}$

9. $\frac{3}{n} = \frac{12}{28}$

10. $\frac{1}{n} = \frac{5}{25}$

11. $\frac{n}{4} = \frac{3}{12}$

12. $\frac{3}{7} = \frac{12}{n}$

13. $\frac{n}{9} = \frac{12}{27}$

14. $\frac{2}{3} = \frac{18}{n}$

15. $\frac{2}{7} = \frac{n}{21}$

Summer Mathematics Packet

Add and Subtract Decimals

Hints/Guide:

When adding and subtracting decimals, the key is to line up the decimals above each other, add zeros to have all of the numbers have the same place value length, then use the same rules as adding and subtracting whole numbers, with the answer having a decimal point in line with the problem. For example:

$$\begin{array}{r} 34.5 \\ 34.500 \\ 34.5 + 6.72 + 9.045 = 6.72 + 9.045 \\ + 9.045 \\ \hline 50.265 \end{array} \quad \text{AND} \quad \begin{array}{r} 5 - 3.25 = 5.00 \\ - 3.25 \\ \hline 1.75 \end{array}$$

Exercises: Solve:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. $15.7 + 2.34 + 5.06 =$

2. $64.038 + 164.8 + 15.7 =$

3. $2.6 + 64.89 + 4.007 =$

4. $12.9 + 2.008 + 75.9 =$

5.
$$\begin{array}{r} 543.8 \\ 27.64 \\ + 6.9 \\ \hline \end{array}$$

6. $2.6 + 4.75 =$

7. $43.31 + 7.406 =$

8.
$$\begin{array}{r} 64.9 \\ 343.6 \\ + 6.007 \\ \hline \end{array}$$

9. $6.45 + 54.9 =$

10. $3.8 + .76 + .008 =$

11. $87.4 - 56.09 =$

12. $5.908 - 4.72 =$

13. $68.9 - 24.74 =$

14. $955.3 - 242.7 =$

15.
$$\begin{array}{r} 695.42 \\ - 44.79 \\ \hline \end{array}$$

16. $432.97 - 287.32 =$

17. $43.905 - 9.08 =$

18.
$$\begin{array}{r} 78.9 \\ - 54.7 \\ \hline \end{array}$$

19. $200 - 14.96 =$

20. $15 - 2.43 =$

Summer Mathematics Packet

Multiply and Divide Decimals

Hints/Guide:

To multiply decimals, the rules are the same as with multiplying whole numbers, until the product is determined and the decimal point must be located. The decimal point is placed the same number of digits in from the right of the product as the number of decimal place values in the numbers being multiplied. For example:

8.54×17.2 , since $854 \times 172 = 146888$, then we count the number of decimal places in the numbers being multiplied, which is three, so the final product is 146.888 (the decimal point comes three places in from the right).

To divide decimals by a whole number, the process of division is the same, but the decimal point is brought straight up from the dividend into the quotient. For example:

$$3 \overline{) 51.06} \quad \text{The decimal point moves straight up from the dividend to the quotient.}$$

Exercises: Solve:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1.
$$\begin{array}{r} 63 \\ \times .14 \\ \hline \end{array}$$

2.
$$\begin{array}{r} .87 \\ \times 2.3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 8.94 \\ \times 2.1 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4.2 \\ \times .62 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 34.5 \\ \times 4.7 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 32.1 \\ \times .45 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 91.4 \\ \times 47 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 3.9 \\ \times 11 \\ \hline \end{array}$$

9.
$$35 \overline{) 70.35}$$

10.
$$7 \overline{) 25.83}$$

11.
$$14 \overline{) 45.584}$$

Parentheses
Exponents

Multiply
Divide

Addition
Subtraction

Multiply or Divide (which ever comes first left to right)

Add or Subtract (which ever comes first left to right)

Order of Operations

1) $(31 - 3) \div 2 + 3^2$

6) $(13 \times 2 + 9^2) + 4$

2) $(37 - 5) \div 16 - 3^2$

7) $8 \times (13 + 5) - 2^2$

3) $(14 - 3)^2 + (8 \div 4)$

8) $(11 - 2)^2 + (20 \div 4)$

4) $6 \times (8 - 5) - 9^2$

9) $(8 \times 5 + 2^2) - 2$

5) $(52 - 2^2) \div (13 + 3)$

10) $(40 - 2^2) \div (21 - 3)$



Solving Equations I

Hints/Guide:

The key in equation solving is to isolate the variable, to get the letter by itself. In one-step equations, we merely undo the operation - addition is the opposite of subtraction and multiplication is the opposite of division. Remember the golden rule of equation solving: If we do something to one side of the equation, we must do the exact same thing to the other side.

Examples:

$$1. x + 5 = 6$$

$$\underline{-5 \quad -5}$$

$$x = 1$$

$$\text{Check: } 1 + 5 = 6$$

$$6 = 6$$

$$2. t - 6 = 7$$

$$\underline{+6 \quad +6}$$

$$t = 13$$

$$\text{Check: } 13 - 6 = 7$$

$$7 = 7$$

$$3. \frac{4x}{4} = \frac{16}{4}$$

$$x = 4$$

$$\text{Check: } 4(4) = 16$$

$$16 = 16$$

$$4. 6 \cdot \frac{r}{6} = 12 \cdot 6$$

$$r = 72$$

$$\text{Check: } 72 \div 6 = 12$$

$$12 = 12$$

Exercises: Solve the following problems:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

$$1. x + 8 = -13$$

$$2. t - (-9) = 4$$

$$3. -4t = -12$$

$$4. \frac{r}{4} = 24$$

$$5. y - 4 = -3$$

$$6. h + 8 = -5$$

$$7. \frac{p}{8} = -16$$

$$8. -5k = 20$$

$$9. -9 - p = 17$$

Summer Mathematics Packet

Find Percent of a Number

Hints/Guide:

To determine the percent of a number, we must first convert the percent into a decimal by dividing by 100 (which can be short-cut as moving the decimal point in the percentage two places to the left), then multiplying the decimal by the number. For example:

$$45\% \text{ of } 240 = 45\% \times 240 = 0.45 \times 240 = 108$$

Exercises: Solve for n:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. $30\% \text{ of } 450 = n$

2. $7\% \text{ of } 42 = n$

3. $10\% \text{ of } 321 = n$

4. $15\% \text{ of } 54 = n$

5. $65\% \text{ of } 320 = n$

6. $80\% \text{ of } 64 = n$

7. $9\% \text{ of } 568 = n$

8. $15\% \text{ of } 38 = n$

9. $25\% \text{ of } 348 = n$

10. $85\% \text{ of } 488 = n$

11. $90\% \text{ of } 750 = n$

12. $6\% \text{ of } 42 = n$

13. $60\% \text{ of } 78 = n$

14. $4\% \text{ of } 480 = n$

15. $10\% \text{ of } 435 = n$

16. $24\% \text{ of } 54 = n$

Reading Scales and Finding Area and Perimeter

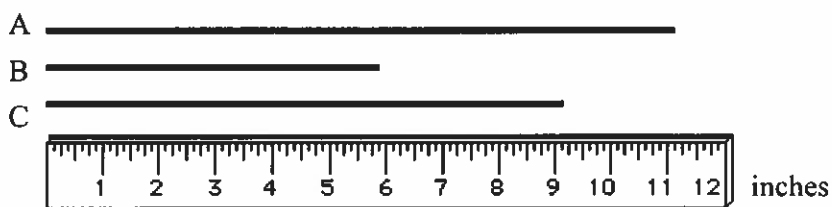
Hints/Guide:

To determine the correct answer when reading scales, the important thing to remember is to determine the increments (the amount of each mark) of the given scale.

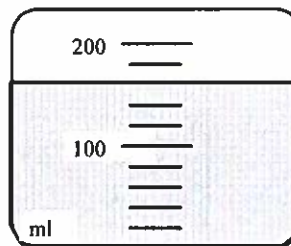
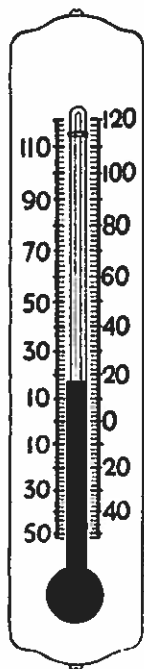
To find the perimeter of a rectangle or square, we must add the lengths of all of the sides together. To find the area of a square or a rectangle, we must multiply the length by the width.

Exercises:

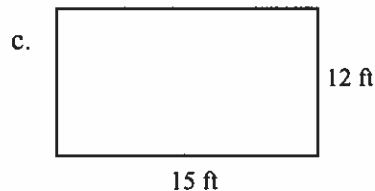
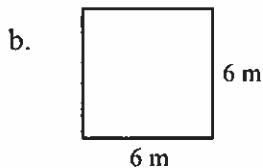
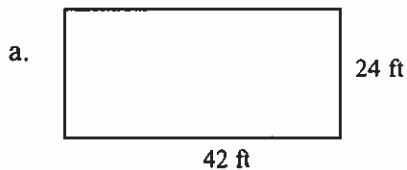
1. Find the length of each line to the nearest inch:



2. Find the temperature in Celsius 3. Determine the amount of liquid in ml.



4. Find each area and perimeter:



Choose an Appropriate Unit of Measure

Hints/Guide:

The important part of this lesson is knowing how different units of measure relate to each other as well as the ability to compare known units of measure to new items. Some items and their measurement to use for the exercises:

Area of a sheet of notebook paper is about 93 square inches in standard units and about 550 square centimeters in metric units, so we would say that notebook paper is measured in square inches or square centimeters.

The length of a pencil is about 7 inches in standard units or about 17 centimeters in metric units, so pencil length would be measured in inches or centimeters.

- For reference:
- 1 square foot is equal to about 0.1 square meters
 - 1 mile is about 1.6 kilometers
 - 100 pounds is about 0.45 kilograms
 - 1 quart is about 0.95 liters

Exercises: Select the most appropriate unit to measure these items:

Example:	<u>Standard</u>	<u>Metric</u>
1. Volume of a gasoline can		
2. Area of a postage stamp		
3. Length of a bedroom wall		
4. Capacity of a can of soda		
5. Height of an door		
6. Volume of a cereal box		
7. Length of a sneaker		
8. Volume of an oven		
9. Weight of a dog		
10. Area of a textbook cover		
11. Weight of an apple		

Summer Mathematics Packet

Use Information from Tables and Graphs

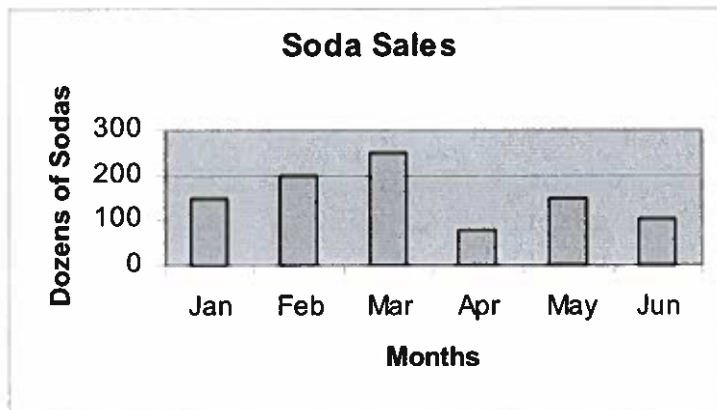
Hints/Guide:

To use information from tables and graphs, we must locate the information in the correct section of the table or graph, then be sure that we are answering the correct question.

Exercises:

Approximate Distance in Kilometers				
City	Annapolis	Baltimore	Richmond	New York
Annapolis	-	40	175	300
Baltimore	40	-	210	280
Richmond	175	210	-	460
New York	300	280	460	-

1. What is the distance from New York to Annapolis?
2. Which is greater: the distance from New York to Baltimore or the distance from Richmond to Annapolis?
3. Which two cities on the chart are the farthest apart?



4. What is the difference in sales between March and April?
5. Which two months appear to have identical sales?

Summer Mathematics Packet

Find the Average of a Set of Numbers

Hints/Guide:

To find the average of a set of numbers, we add together all of the numbers and then divide by how many numbers are in the data set. For example:

If the tests scores are 73, 87, 94, 84, 92, and 95, then we add the scores together: $73 + 87 + 94 + 84 + 92 + 95 = 525$, and since there are 6 numbers in the data set, we divide 525 by 6 and get the quotient of 87.5.

Exercises:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

For problem 1, use the following chart

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	65	68	72	74	68
2	68	75	80	68	75
3	75	74	69	79	80
4	80	82	76	67	79

1. Find the average (mean) temperature for:

Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____

2. If George has test scores of 85, 88, 92, and 87, what is his average (mean) score?

Challenge: Using the same test scores for George, what would his fifth test score need to be to have an average (mean) grade of 90?

3. If Tina's bowling scores were 120, 155, 145, 162, and 138, what was her average (mean) score?

Challenge: What would Tina's score need to be in the sixth game if she wanted an average over those six games of 145?

Use Simple Formulas and Choose Reasonable Answers

Hints/Guide:

When using formulas, the key is to substitute the values into the given equation correctly. We need to be sure that numbers are substituted correctly and that the order of operations is correctly followed.

When choosing a reasonable answer for a problem, we need to look at the numbers in the given problem and determine whether the given answer makes sense for the given situation.

Exercises:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. Cab drivers base their fares partially on each ride and partially on the distance of the trip. The charge is as follows:

$$c = 0.50 + 1.25m, \text{ where } c = \text{the charge and } m = \text{number of miles traveled.}$$

What is the charge for a 5 mile trip and for a 12 mile trip?

Is \$45 a reasonable charge for a 20 mile trip?

2. Profit is determined by subtracting the cost of an item from the sale price of the item. This formula is

$$p = s - c, \text{ where } p = \text{profit, } s = \text{the sale price, and } c = \text{the cost of the item.}$$

What is the profit of a winter coat that a store sells for \$150.00 that cost the store \$85.00?

Is a \$9,000 profit possible for a \$16,000.00 car? How is it possible?

3. In order to determine the typing speed of someone applying for a job, a three minute test would be given and the speed of the applicant determined. The formula is:

$$S = \frac{w - e}{3}, \text{ where } S = \text{typing speed, } w = \text{words typed,}$$

and $e =$ the number of errors in the test.

What is the typing speed of someone who types 167 words in three minutes with 12 errors?

Is it possible for someone to type 1,000 words per minute? Justify your answer.

Summer Mathematics Packet

Solve Problems using Percent

Hints/Guide:

When solving percent problems, we apply the rules for finding percent of a number in realistic situations. For example, to find the amount of sales tax on a \$450.00 item if the tax rate is 5%, we find 5% of 450 ($.05 \times 450 = 22.5$), and then label our answer in dollars, getting \$22.50.

Exercises:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. Susie has just bought a pair of jeans for \$45.00, a sweater for \$24.00, and a jacket for \$85.00. The sales tax is 5%. What is her total bill?
2. Jack bought a set of golf clubs for \$250.00 and received a rebate of 20%. How much was the rebate?
3. A construction manager calculates it will cost \$2,890 for materials for her next project. She must add in 10% for scrap and extras. What will be the total cost?
4. The regular price for a video game system is \$164.50 but is on sale for 30% off. What is the amount of the discount?

What is the sale price?

5. Cindy earns a 15% commission on all sales. On Saturday, she sold \$980 worth of merchandise. What was the amount of commission she earned on Saturday?
6. The band had a fundraiser and sold \$25,000 worth of candy. They received 40% of this amount for themselves. How much did they receive?

