



Rising 7th Grade Language Arts & Math Summer Assignments 2026

Language Arts

7th grade will select **one book** to read from the following list of books:

- *Esperanza Rising* – Pam Munoz Ryan
- *One for the Murphys* – Lynda Mullaly Hunt
- *War Horse* – Michael Morpurgo.

When students have finished reading, they need to create **3 different creative journal entries (pages)**. A creative journal entry is a notebook page with drawings and/or sketches along with the writing. Examples of creative journal entries are attached.

- Ideas include - setting, characters, plot, theme, and free-choice entries.
- Journal entries need to be completed on notebook paper and labeled.
- To receive full credit, each journal must include the following:
 - graphics with color
 - writing that includes text evidence
 - analysis (thought prompts)
- Entries should be detailed, thoughtful, and creative.

Students will submit their journals on the first day of school in August, worth 60 points. They should also bring their book to school for the first week, as we will be discussing the books in class.

Choice Reading: While students are only required to read one book, reading all summer long is encouraged. Choose novels that interest you and are on your reading level. It is good to challenge yourself a little! Remember, reading is the single most important factor in student success.

7th Grade Math

Summer math is assigned to help students retain math skills and enable the math classes to spend less time reviewing past material and forge ahead with new math skills. It has been designed to review topics students learned during the past school year, which are crucial for success in the next grade level.

All students are expected to complete the entire Summer Skills packet to the *best of their ability*. Students should show their work so we can see the thought process used to complete the

problems.  or  your final answer. We are looking for a *good effort* at completing the problems, more than a correct answer. This includes attempting the problems and showing the work/thought process used to achieve an answer. A pacing suggestion would be to complete 2 - 3 pages a week. **This assignment is due Wednesday, August 12th, the first day of the new school year, and is worth 50 points.**

Here's a list of highly recommended authors for middle school readers (grades 6–8), across genres and interests. These authors are known for engaging plots, relatable characters, and age-appropriate themes:

Realistic Fiction

- **Jason Reynolds** – *Ghost*, *Look Both Ways*
- **Sharon Draper** – *Out of My Mind*, *Blended*
- **Jacqueline Woodson** – *Brown Girl Dreaming*, *Harbor Me*
- **Gordon Korman** – *Restart*, *Ungifted*
- **R.J. Palacio** – *Wonder*

Historical Fiction

- **Ruta Sepetys** – *Between Shades of Gray*, *Salt to the Sea*
- **Lauren Tarshis** – *I Survived* series (accessible for younger or reluctant readers)
- **Alan Gratz** – *Refugee*, *Ground Zero*, *Prisoner B-3087*
- **Pam Muñoz Ryan** – *Esperanza Rising*, *Echo*

Fantasy / Science Fiction

- **Rick Riordan** – *Percy Jackson* series, *Heroes of Olympus*
- **Tamora Pierce** – *Song of the Lioness*, *The Circle of Magic*
- **Eoin Colfer** – *Artemis Fowl* series
- **Tui T. Sutherland** – *Wings of Fire* series
- **Brandon Mull** – *Fablehaven*, *Beyonders*

Mystery / Adventure

- **Stuart Gibbs** – *Spy School*, *FunJungle*
- **Trenton Lee Stewart** – *The Mysterious Benedict Society*
- **Jennifer Nielsen** – *The False Prince*, *Resistance*
- **Anthony Horowitz** – *Alex Rider* series

Graphic Novels

- **Raina Telgemeier** – *Smile*, *Drama*, *Guts*
- **Gene Luen Yang** – *American Born Chinese*, *Dragon Hoops*
- **Victoria Jamieson** – *Roller Girl*, *When Stars Are Scattered*
- **Jerry Craft** – *New Kid*, *Class Act*

Poetry / Novels in Verse

- **Kwame Alexander** – *The Crossover*, *Booked*
- **Nikki Grimes** – *Garvey's Choice*, *Bronx Masquerade*

7th and 8th Grade Samples

Comparing 2 characters:

	Rosa	Jessica
Both have freedom	• philosophical • hopeful • kind • contained • trapped • smart	• kind • free • athletic • hopeful • happy

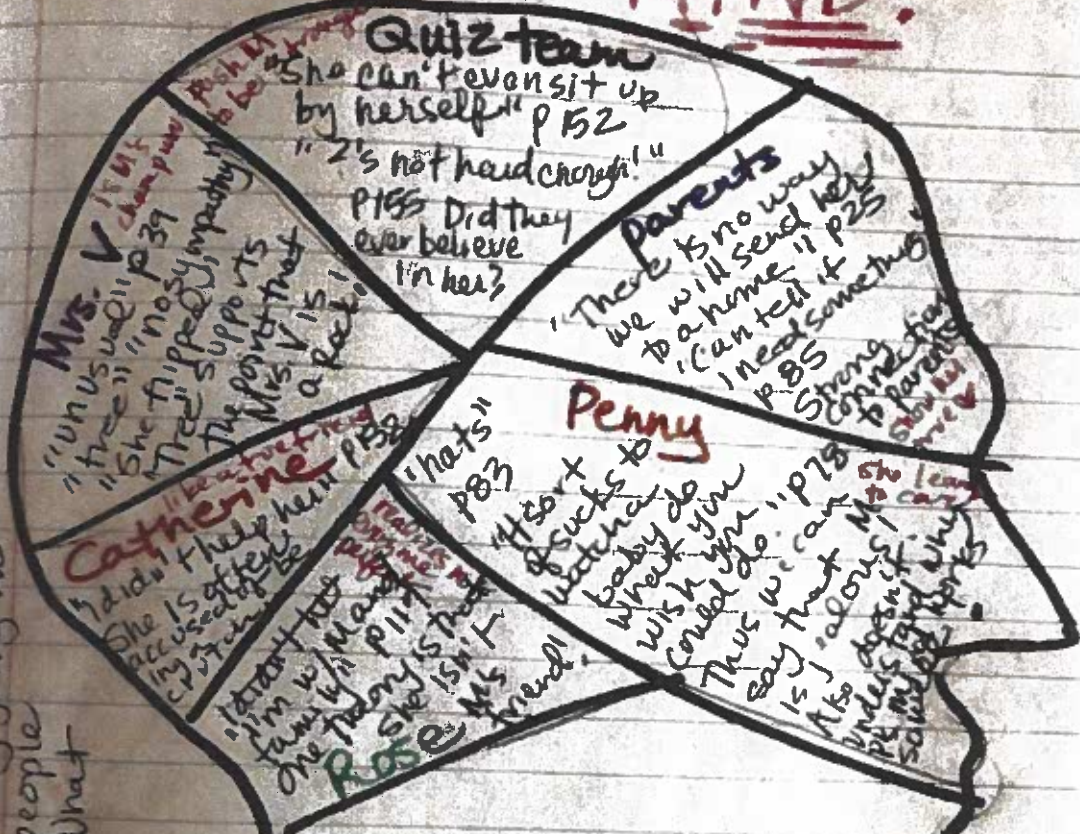
but, in different ways

Rosa and Jessica are very alike and different at the same time. They are similar in the physical way that they both have disabilities but, are different in the way they think and that Rosa is not free. One theory is that Rosa is such a philosophical thinker because she has been trapped in her mind. This is where she finds her freedom to roam pondering questions like "where does mind live?" Jessica though she has lost a leg is still free to roam in real life giving her not as much time to have internal thoughts like Rosa.



OUT of MY MIND!

How does Melody truly feel about all the people in her life? What is really going on in her mind. Are these people positive or negative? What is their influence?



When I first read OOMM, I thought people in Melody's life had clear negative or positive influences on M. But now when I look deeper, I realize that all parties had a positive impact on M even if it's hard to see! see pink for + impact!

Symbolism: Chapters 16-19 4/17/16

Benin Home



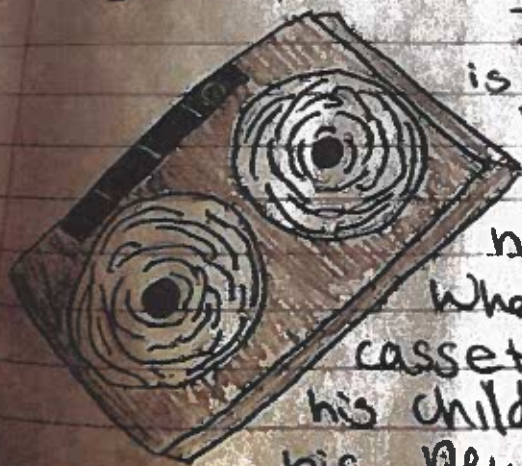
Benin Home symbolized Beah's life as a boy soldier ending. It tried to civilize the boys, however, you can take a boy out of a war, but you can't take the war out of a boy.

Esther

Esther symbolizes Beah's end to his psychological war. I believe this because everytime Esther treated Beah, he would not tell her his name. However, on page 153 Beah finally opened up to Esther, by telling her his name. This shows Beah is finally learning how to trust people again, and forgive himself of what he has done.



Cassette



Ishmael Beah's cassette is a symbol of his childhood. For example, when Beah was little, music brought his brother and friends together. When the soldier threw Beah's cassette into the fire, it represented his childhood being destroyed and his new life as a boy soldier beah.

Name: _____ Date: _____

Summer Reading Project

	Points Earned	Points Possible
Journal Entry #1		
• Color		3
• Graphics		3
• Text Evidence		7
• Thought Prompts/Analysis		7
Journal Entry #2		
• Color		3
• Graphics		3
• Text Evidence		7
• Thought Prompts/ Analysis		7
Journal Entry #3		
• Color		3
• Graphics		3
• Text Evidence		7
• Thought Prompts/Analysis		7
TOTAL		60

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

RISING 7TH GRADE SUMMER MATH PACKET



$$V = \frac{1}{3} \pi r^2 h$$

$$V = \frac{1}{3} \pi r^2 h$$

$$D = b^2 - 4ac$$

$$\sin 2\alpha = 2 \sin \alpha \cos \alpha$$

$$D = b^2 - 4ac$$

$$\sin 2\alpha = 2 \sin \alpha \cos \alpha$$

Name: _____

Adding and Subtracting Integers

Directions: Add and Subtract the integers.

- When you ADD two negatives... it becomes MORE negative. $(-3) + (-5) = -8$
- When you ADD a positive and negative, it's the difference between the numbers, and keep the sign of the larger number. $(-11) + 6 = -5$
- When you see a MINUS sign, change it to addition and change the sign of the second number. $(-3) - 6 = (-3) + (-6) = -9$

1. $(-8) + (-4)$	2. $8 - (-8)$
3. $(-7) + (-4)$	4. $(-1) - (-2)$
5. $(-4) + 7$	6. $(-7) - (-2)$
7. $(-5) - 7 + (-6)$	8. $4 + (-6) + (-5)$
9. $(-5) - 7 + (-6)$	10. $(-1) + (-6) + (-5)$

11. $8 + (-4) + (-1)$	12. $(-5) + 7 - 8$
13. $(-3) + 3 + (-4)$	14. $7 - (-6) + 3$
15. $3 - (-5) + (-6)$	16. $(-6) - 1 - 5$
17. $7 - (-1) + 7 - (-8)$	18. $7 + 1 + (-8) - (-1)$
19. $2 - (-1) + (-5) - (-8)$	20. $8 - (-1) + 6 + (-8)$

Name: _____

Multiplying and Dividing Integers

Directions: Multiply and divide integers

- MULTIPLY and DIVIDE: If the signs are the same, its POSITIVE. If the signs are opposite its NEGATIVE.

$$(-3)(-4) = 12$$

$$(-3)(4) = -12$$

$$24 \div (-8) = -3$$

$$(-24) \div (-8) = 3$$

1. $(-9)(-11)$	2. $(9)(-9)$
3. $(-12)(4)$	4. $(-10)(-6)$
5. $(9)(-3)$	6. $(4)(-8)$
7. $(-5)(-5)$	8. $(-3)(-11)$

9. $(-7)(8)$	10. $(12)(-5)$
11. $(-18) \div (9)$	12. $(-40) \div (8)$
13. $(-60) \div (-6)$	14. $(-18) \div (-3)$
15. $(-70) \div (-10)$	16. $(-28) \div (7)$
17. $(-21) \div (-3)$	18. $(-64) \div (8)$
19. $(-12) \div (4)$	20. $(-24) \div (-8)$

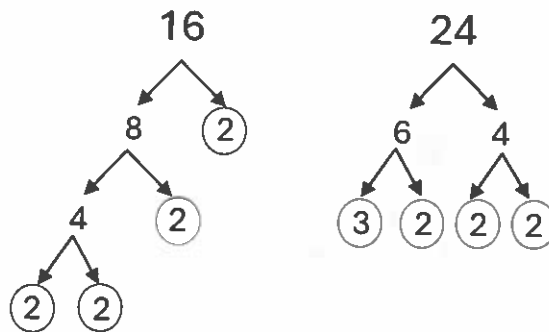
Name: _____

Greatest Common Factor (GCF)

Directions: Find the greatest common factor of the two integers.

Example: 16, 24

Make a prime factor tree.



What prime factors do they have IN COMMON? A 2, 2, and 2.

Multiply their common prime factors together to get the GCF: $2 \times 2 \times 2 =$ 8

1. 22, 14	2. 21, 28	3. 45, 60
4. 14, 56	5. 12, 30	6. 36, 44

Name: _____

Least Common Multiple (LCM)

Directions: Find the least common multiple of the two integers.

Example: 20, 8

List the multiples of each number until you find the first match.

20: 20, 40

8: 8, 16, 24, 32, 40

LCM = 40

1. 10, 16	2. 14, 4
3. 6, 9	4. 9, 18
5. 15, 18	6. 10, 15

Name: _____

Reducing Fractions

Directions: Reduce the fractions.

Example: $\frac{24}{32}$

* Divide numerator and denominator by the Greatest Common Factor

$$\frac{24 \div 8}{32 \div 8} = \frac{3}{4}$$

1. $\frac{12}{18}$	2. $\frac{45}{72}$
3. $\frac{60}{160}$	4. $\frac{36}{42}$
5. $\frac{45}{63}$	6. $\frac{30}{42}$

Name: _____

Mixed to Improper Fractions

Directions: Turn the mixed number to an improper fraction.

Example: $3\frac{3}{4}$

- Multiply the denominator to the whole number, then add the numerator.
- Put this number over the original denominator.

$$\begin{array}{c} + \\ \curvearrowright \\ 3 \times \frac{3}{4} = 12 + 3 = \frac{15}{4} \\ \times \end{array}$$

1. $4\frac{1}{2}$	2. $5\frac{2}{5}$
3. $6\frac{1}{5}$	4. $6\frac{1}{2}$
5. $7\frac{1}{3}$	6. $3\frac{2}{3}$

Name: _____

Adding Improper Fractions

Directions: Add the fractions. Write answer in reduced improper form.

Example: $\frac{2}{3} + \frac{1}{5}$

* Find a common denominator.

$$\frac{2 \cdot 5}{3 \cdot 5} + \frac{1 \cdot 3}{5 \cdot 3} = \frac{10}{15} + \frac{3}{15} = \frac{13}{15}$$

* Check to see if the fraction can be reduced.

1. $\frac{5}{8} + \frac{1}{2}$	2. $\frac{2}{3} + \frac{1}{2}$
3. $\frac{6}{7} + \frac{3}{4}$	4. $\frac{3}{2} + \frac{1}{4}$
5. $\frac{11}{6} + \frac{4}{5}$	6. $\frac{1}{3} + \frac{5}{7}$

Name: _____

Subtracting Improper Fractions

Directions: Subtract the fractions. Write answer in reduced improper form.

Example: $\frac{2}{3} - \frac{1}{5}$

* Find a common denominator.

$$\frac{2 \cdot 5}{3 \cdot 5} - \frac{1 \cdot 3}{5 \cdot 3} = \frac{10}{15} - \frac{3}{15} = \frac{7}{15}$$

* Check to see if the fraction can be reduced.

1. $\frac{16}{9} - \frac{5}{4}$	2. $\frac{17}{11} - \frac{3}{4}$
3. $\frac{2}{5} - \frac{1}{3}$	4. $\frac{5}{3} - \frac{1}{6}$
5. $\frac{7}{8} - \frac{3}{4}$	6. $\frac{18}{11} - \frac{13}{8}$

Name: _____

Multiplying Fractions

Directions: Multiply the fractions. Write answer in reduced improper form.

Example: $\frac{3}{5} \times \frac{5}{9}$

- Multiply straight across the top and the bottom.
- Reduce your answer

$$\frac{3}{5} \times \frac{5}{9} = \frac{15 \div 15}{45 \div 15} = \frac{1}{3}$$

1. $\frac{1}{2} \times \frac{10}{7}$	2. $\frac{3}{2} \times \frac{5}{3}$
3. $\frac{7}{4} \times \frac{14}{9}$	4. $\frac{12}{7} \times \frac{3}{2}$
5. $\frac{3}{5} \times \frac{16}{9}$	6. $\frac{5}{4} \times \frac{3}{2}$

Name: _____

Dividing Fractions

Directions: Divide the fractions. Write answer in reduced improper form.

Example: $\frac{4}{5} \div \frac{1}{3}$

- Flip the second fraction and multiply

$$\frac{4}{5} \times \frac{3}{1} = \frac{12}{5}$$

1. $\frac{1}{2} \div \frac{7}{4}$	2. $\frac{11}{7} \div \frac{3}{2}$
3. $\frac{1}{3} \div \frac{5}{8}$	4. $\frac{3}{4} \div \frac{4}{9}$
5. $\frac{5}{6} \div \frac{4}{9}$	6. $\frac{7}{5} \div \frac{5}{4}$

Name: _____

Percent, Fraction, Decimal

Directions: Convert each fraction, decimal, or percent into the other two forms.

Starts as Fraction: $\frac{1}{4}$

to Decimal:

*Divide numerator by denominator.

$$1 \div 4 = 0.25$$

to Percent:

*Multiply both top and bottom to make the denominator 100. The top is your percent.

$$\frac{1}{4} = \frac{1 \cdot 25}{4 \cdot 25} = \frac{25}{100} = 25\%$$

Starts as Decimal: 0.45

to Percent:

* Move the decimal
.45 = 45%

to Fraction:

* Say the place value out loud and write is as a fraction. Reduce.

$$\text{"45 hundredths"} = \frac{45}{100} = \frac{9}{20}$$

Starts as Percent: 80%

to Fraction:

*Write percent over 100 and reduce.

$$\frac{80}{100} = \frac{4}{5}$$

to decimal:

*Move the decimal two to the left.

$$80\% \rightarrow 0.80$$

	Percent	Fraction	Decimal
1)	36%		
2)		$\frac{7}{10}$	

	Percent	Fraction	Decimal
3)			0.87
4)		$\frac{18}{25}$	
5)	20%		
6)		$\frac{13}{20}$	
7)			0.60
8)	78%		
9)			0.38
10)		$\frac{2}{5}$	

Name: _____

Percent of a Number

What is 15% of 40?

$$\frac{\text{Part}}{\text{Whole}} = \frac{\text{Percent}}{100}$$

$$\frac{\text{Part}}{40} = \frac{15}{100}$$

$$100x = 600$$

$$x = 6$$

*You will always be missing one of the 4 parts of the proportion. Fill in the 3 knowns and the missing part is your variable. Cross multiply to solve.

1. 35% of 37 is what?	2. 3.8 is what percent of 21?
3. 7.9 is 97% of what?	4. 23 is what percent of 39?

5. What percent of 43 is 7?	6. 59 is what percent of 80?
7. 66% of 17 is what?	8. 9 is 86% of what?
9. What percent of 77 is 41?	10. 62% of what is 37?
11. 7 is what percent of 74?	12. 38% of what is 68?

Name: _____

Distributive Property

$$a(b+c) = ab+ac$$

Examples:

1. $3(x+5) = 3x+15$

2. $-5(2m-10) = -10m+50$

1. $2(3p - 5)$	2. $-5(3r + 6)$
3. $3(-2s - 9)$	4. $7(2x - 11)$
5. $-4(-4y + 8)$	6. $6(3k - 10)$
7. $-3(12m - 4)$	8. $10(-9f - 5)$
9. $6(-2x + 6y)$	10. $-7(11a - 2b)$

Name: _____

Order of Operations

Directions: Simplify each expression using the order of operations.

- Parenthesis
- Exponents
- Multiplication / Division*
- Addition / Subtraction*

**In the order that it appears*

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

$$5 \times (4 \times 6 - 16)$$

$$5 \times (24 - 16)$$

$$5 \times (8)$$

$$40$$

1. $(4 - 2) \times 4 \times 5$	2. $5 + (3 + 3)^2$
3. $3 \times 3 - 4 \div 2$	4. $16 \div (5 - 3)^2$
5. $3 \times 4 \div 2^2$	6. $(8 - 4) \div (2 + 2)$

Name: _____

Evaluating Expressions

- Substitute the value of the variable, in place of the variable.

$$x^2 + z \div 3; \text{ when } x = 1 \text{ and } z = 3$$

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

$$1 + 3 \div 3$$

$$1 + 1$$

$$2$$

- Use the order of operations to evaluate.

1. $h + 3i$; when $h = 1$ and $j = 5$	2. $y - (x - 2)$; when $x = 4$ and $y = 6$
3. $a + b + a$; when $a = 3$ and $p = 2$	4. $y + x \div 5$; when $x = 5$ and $y = 1$
5. $m^2 + p^2$; when $m = 6$ and $p = 2$	6. $b + b + a \div 4$; when $a = 4$ and $b = 3$

Name: _____

One-Step Equations

Do the inverse (opposite)
of whatever operation is
being performed to the
variable, on both sides.
Get the variable by itself.

$$\begin{array}{rcl} x + 4 & = & 11 \\ -4 & & -4 \end{array}$$

$$x = 7$$

1. $n - 2 = -16$	2. $90 = -15m$
3. $-13 + x = 7$	4. $13 = n - 1$
5. $n - 20 = -30$	6. $-60 = -10n$
7. $11 + x = -9$	8. $-15 = \frac{r}{4}$
9. $\frac{x}{3} = 14$	10. $24 = 5 + v$

Name: _____

Two-Step Equations

Directions: Solve each equation.

- First do the opposite operation of the number NOT attached to the variable (on both sides.) Add or Subtract.

$$2x + 9 = 13$$

$$\quad -9 \quad -9$$

- Second, do the opposite operation of the number attached to the variable (on both sides.) Multiply or divide.

$$\frac{2x}{2} = \frac{4}{2}$$

$$x = 2$$

1. $4x - 1 = 35$

2. $\frac{x}{7} + 5 = 5$

3. $8 - 3n = -25$

4. $-3v - 3 = -33$

5. $\frac{x}{14} + 1 = 2$

6. $-1 - 5n = 39$

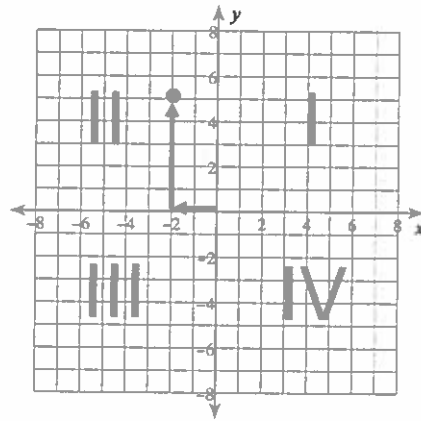
Name: _____

Coordinate Plane

Directions: Plot each set of points on the coordinate plane. State which quadrant it is in.

Example: $(-2, 5)$

- * Starts at the origin $(0,0)$
- * -2 is the x-coordinate. Move 2 spaces to the left of 0 on the x-axis.
- * 5 is y-coordinate. From -2 , move five spaces UP the y-axis.
- Place your point here.
- Identify the Quadrant. This is 2.



	Plot Point	Quadrant?
1)	$(3, 7)$	
2)	$(-4, -10)$	
3)	$(-6, 1)$	
4)	$(0, 7)$	
5)	$(11, -5)$	
6)	$(-8, -8)$	
7)	$(7, 10)$	
8)	$(12, -1)$	
9)	$(-9, 4)$	
10)	$(3, -6)$	

