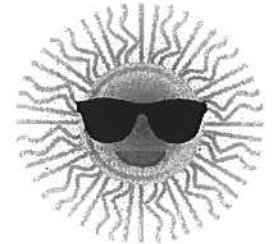


## Middle School SUMMER One-Pager Book Report

A "one-pager" is a book report format that helps you think about, appreciate, and understand the fiction book you just read. It is one page, front and back. The more creative you allow yourself to be, the more you will get out of the reading assignment. One-pagers, when done well, also provide a terrific review that can inspire others to read your book.

Use white, unlined 8 1/2 x 11 paper (computer paper):



### On the Front:

- Write the title of the book and author's name. Be creative!
- Choose one important quotation from the story and write it on the front. Tell what page number the quote can be found on. Use quotation marks to note that it is a direct quote from the book.
- Explain why the quotation is significant. ("This quotation expresses...")
- Using markers or colored pencils, draw pictures/images that symbolize different parts of the story. The page should be filled with color. You may use some computer-generated graphics, but some of the art should be your own designs, drawn by you.

*Hint: When working on the front page, be as creative and artistic as you can! Write on a slant, or weave your words around the pictures. Upside down, curved or mirror imagery...let your artistic side loose. The more creative you become, the more you think and learn! Have fun with your freedom!*

### On the Back (include your proper heading):

- Write a brief summary of the story. (1-2 paragraphs). Tell about the major events (the plot), including the conflict (what's the main problem) the setting (where and when is this all happening?), and the characters (what are they like? What are they trying to do? Who or what is trying to stop them?) Just tell the MOST IMPORTANT information. Make sure to use your OWN words!
- Write a short paragraph about the **theme**. Remember that the theme is a larger message about life that the author suggests by what the characters learn from the events in the story. For example, a theme in *The Three Little Pigs* could be *doing the job right the first time will save you time and trouble in the end*. Think about what lesson the characters in your book learned. What could one possible theme of the story be? Support your theme with specific examples from the story.

### III. Assessment Rubric

#### One-Pager Assessment

Due Sept. 6, 2023

Name \_\_\_\_\_ Grade \_\_\_\_\_

Title of Book: \_\_\_\_\_

Genre: \_\_\_\_\_

Author \_\_\_\_\_

Information	Points	
1. Summaries are clear and complete and only discuss the <b>most important information about the plot, including the conflict, characters, and setting</b>	25	
2. <b>Identifies a theme</b> that can be supported by details and events in the story	15	
3. <b>Explanation of one quotation</b> which shows deep understanding of the text.	15	
4. Visuals and symbols are presented creatively, selectively, and are understandable to the viewer/reader (I can tell what you drew, and why you chose to include the pictures you drew). Good effort was made to create a colorful and engaging front side.	25	
5. Standard conventions (grammar, punctuation, capitalization, usage, and spelling) are followed, including proper heading.	10	
6. Students followed the correct format, outlined on the assignment page, as closely as reasonably able.	10	

Total: 100

## *Summer Reading List*

Choose **one** of the following books (that you **have not read** before) to read this summer and complete your book report.

### **5th Grade going to 6th Grade**

The Cricket in Times Square - George Selden

Wonder - RJ Palacios

Bridge to Terabithia - Katherine Patterson

The One and Only Ruby - Katherine Applegate

The One and Only Bob - Katherine Applegate

### **6th Grade going into 7th Grade**

The Westing Game - Ellen Raskin

El Deafo - CeCe Bell

Maniac Magee - Jerry Spinelli

Walk Two Moons - Sharon Creech

The Crossover - Kwame Alexander

### **7th Grade going into 8th Grade**

When You Reach Me - Rebecca Stead

Tuck Everlasting - Natalie Babbitt

Freak the Mighty - Rodman Philbrick

Inside Out and Back Again - Thanhha Lai

The House on Mango Street - Sandra Cisneros

St. Helen Catholic Academy  
June 2023

Summer Math Review Packet  
Incoming 7<sup>th</sup> Grade

Dear Seventh Graders,

The purpose of this work is for you to review basic skills that we covered during the past year. This is important so that in September, we can move ahead with 7<sup>th</sup> grade math topics.

All work must be clearly shown for each problem, with the answer clearly labeled. You must write neatly and clearly in pencil. Your work should be written in the space provided, but if you need more room, attach loose leaf with any additional work.

Please note that on some papers, only odd or even-numbered problems must be completed. This will be noted at the top of the paper.

You may want to refer to your notes taken during the year for additional help with the worksheets.

This math packet is due on the first day of school. Do not wait until the end of the summer; do a little at a time. Please e-mail me if you have any questions about the assignment.

I enjoyed working with you during the year and I am proud of your progress and achievements in math. I look forward to our continued success next year!

Have a wonderful, safe, and enjoyable summer with your family and friends. Remember to pray and go to Church.

All the best,

Mr. Sauro

Name: \_\_\_\_\_  
Incoming Grade 7 Math / Mr. Sauro

St. Helen Catholic Academy  
Summer 2022

### Sixth Grade Math Curriculum Review Questions

Write the answer for each question and show all work.

1) What is the LCM (Least Common Multiple) of 4 and 6?

2)  $x(y + z) = xy + xz$  is an example of the \_\_\_\_\_ property.

3) Convert  $6\frac{1}{4}$  to an improper fraction.

4) What is the absolute value of  $-12$ ?

5) Illustrate the absolute value of  $-5$  on a number line.

6) What is the opposite of 4?

7) What is 22% of 40 ?

8) Expand the exponent and solve:  $2^4 =$

9) What is the coefficient of  $-6x^3$ ? \_\_\_\_\_  
What is the coefficient of  $2y$ ? \_\_\_\_\_

10) Solve for y:  $4y = -28$

11) Graph the inequality  $y < 6$  on the number line

12) Graph the inequality  $y > -3$  on the number line.

13) Simplify:  $5(x-2) + 4x =$

14) Solve for y:  $4y - 15 = 17$

15) Solve for x:  $7x - 2 = 5$

16) Write an algebraic expression for “three times a number plus two.”

17) Write an algebraic equation and solve:

Five times a number minus ten is fifteen. What is the number?

18) Write an algebraic expression for five less than three times a number.

19) Solve using the order of operations:

$$30 - (5-2) * 2^2 + 10$$

20) Solve for x using the distributive property:

$$4(x - 2) = 20$$

21) What is the volume of a rectangular prism with length 6cm., width 3 cm., and height 7 cm.?

22-23) Draw the net and find the surface area of a cube with side = 4 inches.

24) Find the volume of a cube whose side is 2 inches.

25) Angle A and Angle B are supplementary. If Angle A measures 70 degrees,  
what is the measure of Angle B? \_\_\_\_\_

26) John took a survey to see how many 6<sup>th</sup> graders would say that fractions is their favorite topic in math. 25 students say that fractions are their favorite topic. There are 40 students in the class. What percent of the class say fractions is their favorite topic?

27-33) Answer the questions based on the statistical data:

Cynthia's grades on ten-point math quizzes:

9,9,8, 10, 3, 9, 7, 9, 8, 9, 10

27) Re-organize the data (from lowest to highest):

---

28) What is the median \_\_\_\_\_ range \_\_\_\_\_ mode \_\_\_\_\_

29) For the data in # 27, what is the outlier? Explain why.

30) Find the lower and upper quartiles.

31) What is the Interquartile Range ?

32) Construct a box plot to show the variance in the data.

33) Solve:  $2x + 2x + 3x =$

34) Solve the proportion to find the value of y:

$$y/8 = 6/12$$

35) What is the area of a triangle whose base is 10 in and height 6 in. ?

36) Set up and solve a proportion for the following word problem:

On a map, if one inch equals 20 miles, how many inches is 160 miles?

37) 10 pounds of apples sell for \$ 4.00 What is the unit rate cost per pound?



38) One dozen eggs are sold for \$ 2.40 What is the unit cost per egg?

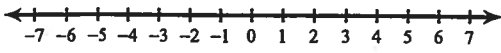
39) 5 packages of pens cost \$ 6.50. What will we pay for 8 packages of pens?

40) The ratio of goldfish to guppies in a fish tank is 2:5 If there are 200 guppies in the tank, how many goldfish are there?

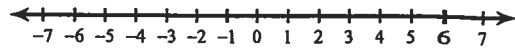
## Inequalities and Their Graphs

Draw a graph for each inequality.

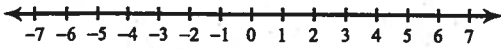
(1)  $x \leq 1$



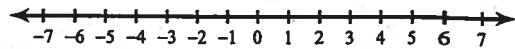
(2)  $m > -2$



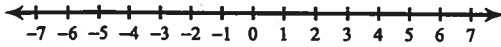
(3)  $x \leq 4$



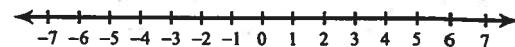
(4)  $m > -6$



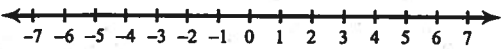
(5)  $y \leq 2$



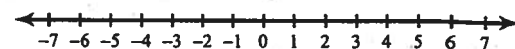
(6)  $x \leq 7$



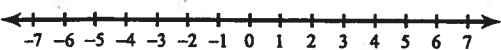
(7)  $x > 0$



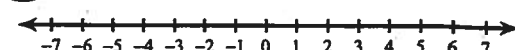
(8)  $x \geq 2$



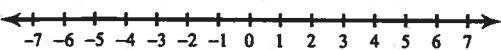
(9)  $2x \geq 6$



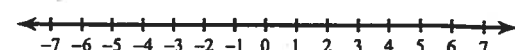
(10)  $x \leq 6$



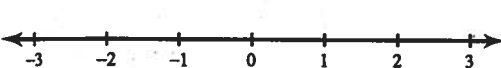
(11)  $x \leq -1$



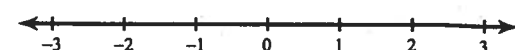
(12)  $x > 3$



(13)  $n \geq -2$



(14)  $x < -1$



## One-Step Equations With Integers

Solve each equation.

*Circled Numbers Only*

$$\textcircled{1}) v - 10 = -9$$

$$\textcircled{2}) v - 10 = -3$$

$$\textcircled{3}) x - 3 = 4$$

$$\textcircled{4}) \frac{x}{5} = 2$$

$$5) 22 = -11k$$

$$\textcircled{6}) -13m = -377$$

$$\textcircled{7}) b - 7 = -1$$

$$8) -8 = p - 13$$

$$9) -40 = -5p$$

$$10) 418 = -22a$$

$$11) \frac{a}{29} = 5$$

$$12) -2 = \frac{m}{16}$$

$$\textcircled{13}) x - 11 = 16$$

$$\textcircled{14}) 2x - 21 = 11$$

## Proportion Word Problems

Answer each question and round your answer to the nearest whole number.

*Circled Numbers Only*

- 1) If you can buy one can of pineapple chunks for \$2 then how many can you buy with \$10?
- 2) One jar of crushed ginger costs \$2. How many jars can you buy for \$4?
- 3) One cantaloupe costs \$2. How many cantaloupes can you buy for \$6?
- 4) One package of blueberries costs \$3. How many packages of blueberries can you buy for \$9?
- 5) Shawna reduced the size of a rectangle to a height of 2 in. What is the new width if it was originally 24 in wide and 12 in tall?
- 6) Ming was planning a trip to Western Samoa. Before going, she did some research and learned that the exchange rate is 6 Tala for \$2. How many Tala would she get if she exchanged \$6?
- 7) Jasmine bought 32 kiwi fruit for \$16. How many kiwi can Lisa buy if she has \$4?
- 8) If you can buy four bulbs of elephant garlic for \$8 then how many can you buy with \$32?
- 9) One bunch of seedless black grapes costs \$2. How many bunches can you buy for \$20?
- 10) The money used in Jordan is called the Dinar. The exchange rate is \$3 to 2 Dinars. Find how many dollars you would receive if you exchanged 22 Dinars.

**Order of Operations****Evaluate each expression.**

1)  $(30 - 3) \div 3$

2)  $(21 - 5) \div 8$

3)  $1 + 7^2$

4)  $5 \times 4 - 8$

5)  $8 + 6 \times 9$

6)  $3 + 17 \times 5$

7)  $7 + 12 \times 11$

8)  $15 + 40 \div 20$

9)  $20 + 16 - 15$

10)  $19 - 15 - 3$

11)  $9 \times (3 + 3) \div 6$

12)  $(9 + 18 - 3) \div 8$

## Add/Subtracting Fractions and Mixed Numbers

Evaluate each expression.

ODD NUMBERS ONLY

1)  $\frac{5}{4} - \frac{3}{4}$

2)  $\frac{3}{2} - \frac{1}{2}$

3)  $\frac{2}{5} + \frac{4}{5}$

4)  $\frac{1}{3} - \frac{1}{3}$

5)  $6 - \frac{1}{6}$

6)  $\frac{1}{2} - \frac{1}{2}$

7)  $\frac{1}{5} + \frac{1}{5}$

8)  $\frac{7}{6} - \frac{5}{6}$

9)  $\left(\frac{4}{5}\right) + \frac{7}{8}$

10)  $\frac{1}{3} - \left(\frac{5}{3}\right)$

11)  $\left(\frac{1}{3}\right) + \frac{3}{8}$

12)  $\left(\frac{10}{7}\right) + \frac{1}{6}$

13)  $\frac{9}{5} + \left(\frac{4}{3}\right)$

14)  $2 - \frac{13}{8}$

## Multiplying/Dividing Fractions and Mixed Numbers

Find each product.

Even Numbers Only

1)  $\frac{5}{4} \cdot \frac{1}{3}$

2)  $\frac{8}{7} \cdot \frac{7}{10}$

3)  $\frac{4}{9} \cdot \frac{7}{4}$

4)  $\frac{2}{3} \cdot \frac{5}{4}$

5)  $2 \cdot \frac{3}{7}$

6)  $2\frac{2}{3} \cdot 4\frac{1}{10}$

7)  $-2\frac{1}{5} \cdot -1\frac{3}{4}$

8)  $\frac{1}{4} \cdot 9$

9)  $-1\frac{5}{7} \cdot -2\frac{1}{2}$

10)  $2\frac{3}{8} \cdot 2\frac{1}{2}$

Find each quotient.

$$11) \frac{1}{5} \div \frac{7}{4}$$

$$12) \frac{1}{2} \div \frac{5}{4}$$

$$13) \frac{3}{2} \div \frac{10}{7}$$

$$14) \frac{1}{2} \div \frac{8}{7}$$

$$15) \frac{9}{5} \div 2$$

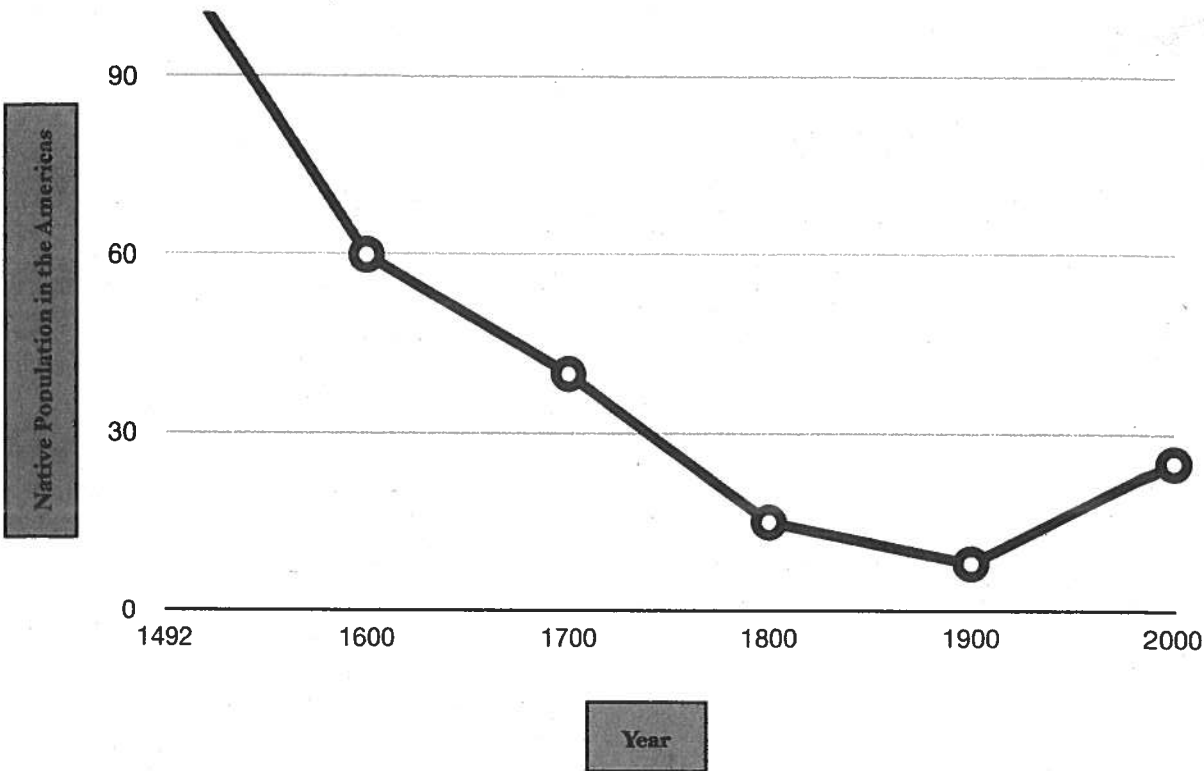
$$16) 3\frac{5}{9} \div 3$$

$$17) 2 \div 3\frac{4}{5}$$

$$18) \frac{1}{9} \div 1\frac{1}{3}$$



**“How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?”**



**Your task is to use the 5 following documents to answer the overarching question “Why were the outnumbered Spanish able to so easily defeat the native people of South and Central America?”**

**You should use the handout to guide your note-taking. Remember, a good DBQ essay uses each document to answer the overarching question. At some point in your final essay each document should be used.**

# Document 1:

## Pizarro and the Incan Civil War

"...in 1530 a band of approximately 160 Spaniards landed on the Ecuadorian coast under Pizarro's command and made their push inland. The Spaniards, however, learned from the Natives, of a tremendous civil war that had been ravaging the entire country.

The civil war was the consequence of the untimely deaths of Huayna Capac and his heir, which had left the two oldest of his seven surviving sons fighting for succession to the Inca throne. Huascar was initially crowned....His succession was challenged, however, by his half-brother, Atahuallpa....Huascar initially appeared to have the upper hand, even capturing his half-brother. But Atahuallpa was able to make his escape, and soon the tide turned . . .

With both warring contenders for the Inca crown dead and the Spaniards greedy for more gold, the conquerors marched on Cuzco. En route they were engaged in several fierce battles by the warriors of Atahuallpa's general Quisquis but received a friendly reception from Atahuallpa's enemies....As a result, the Spaniards succeeded in capturing the Inca capital on Saturday, 15 November 1533."

# Document 2:

## Cortés and the Tlaxcallans

As Cortés began his march inwards towards Tenochitlan, he encountered the Tlaxcallans.

“At this time the Tlaxcaltecas were enemies of Cholula. They feared them, envied and cursed them; their souls burned with hatred for the people of Cholula. This is why they brought certain rumors to Cortés, so that he would destroy them. They said to him: ‘Cholula is our enemy. It is an evil city.’

When the Spaniards heard this, they marched against Cholula. They were guided and accompanied by the Tlaxcaltecas. When they arrived, both sides called to each other and shouted greetings. An assembly was held in the courtyard, but when they had all gathered together, the entrances were closed, so that there was no way of escaping.

Then the sudden slaughter began. The people of Cholula had not foreseen it, had not suspected it. They faced the Spaniards without weapons, without their swords or their shields. The cause of the slaughter was treachery. They died blindly, without knowing why, because of the lies of the Tlaxcaltecas.”

# Document 3:

## Cortés and the Spaniards move toward the City of Mexico

“When the massacre at Cholula was complete, the strangers set out again toward the City of Mexico. They came in battle array, as conquerors, and the dust rose in whirlwinds in the roads. Their spears glinted in the sun, and their pennons fluttered like bats. They made a loud clamor as they marched, for their coats of mail and their weapons clashed and rattled. Some of them were dressed in glistening iron from head to foot; they terrified everyone who saw them.”

# Document 4:

## ***The Horrors of the Columbian Exchange***

“It’s the germs that will reek havoc in the Americas. Smallpox, influenza, measles, typhus, plague, malaria, yellow fever, do not exist in the Americas before October 1492. Standard estimate of the decimation of the American peoples in the aftermath of Columbus is 85-90% decline within 50 years....This is the largest demographic catastrophe in human history. This is an American holocaust. The usual estimate of the size of the American population [at the time] range anywhere from 35 to about 100 million people. So what we are talking about in the range of 50 years is the destruction of somewhere between 25 and 90 million people. The most destructive impact of the Columbian moment, in fact, is for the Native American people.”

# Document 5:

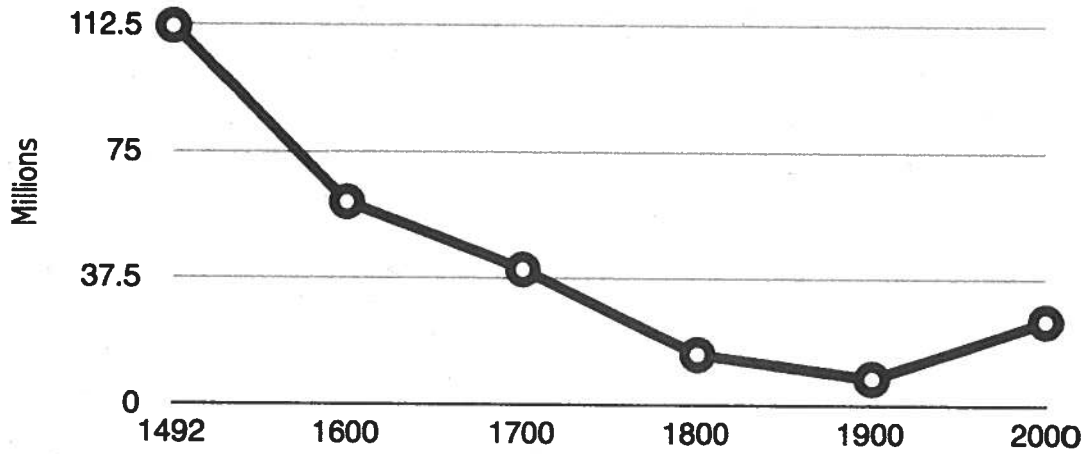
## The Myth of Quetzalcoatl

"An unnerving series of coincidences led Montezuma to believe that perhaps Cortés was the Aztec god Quetzalcoatl, who had promised to return one day to reclaim his kingdom.

Quetzalcoatl, 'the feathered serpent,' stood for the solar light, the morning star. He symbolized knowledge, arts, and religion. In his time, he had been a rich, powerful man, but he had been expelled and vanished across the sea eastwards, near Veracruz, where Cortés had landed.

Legend had it that Quetzalcoatl was white-skinned, bearded and he was opposed to human sacrifice. Unnerving as these similarities were to Cortés, there was one factor that was positively spine-chilling: for the year in which Quetzalcoatl was born and died, and the year in which Montezuma's astrologers expected him to "strike at Kings," was 1-Reed. By a 52-1 chance, 1519, the year that Cortés arrived, was 1-Reed."

“How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?”



*Numbers and estimates from U.S. News and World Report, August, 1997*

### Intro Document Analysis:

1) The chart above shows the decline of the native population in the New World beginning with Christopher Columbus' arrival in 1492.

According to this chart, what was the approximate native population in 1492? \_\_\_\_\_

2) By 1900, what was the approximate population? \_\_\_\_\_

3) In just 400 years, how much had the population fallen? \_\_\_\_\_

4.) Before you investigate the overarching question, brainstorm at least three possible reasons to explain this drop:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### Document 1:

“How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?”

*What evidence can you gather to help answer the overarching question?*

**Document 2:** \_\_\_\_\_

*"How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?"*

*What evidence can you gather to help answer the overarching question?*

**Document 3:** \_\_\_\_\_

*"How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?"*

*What evidence can you gather to help answer the overarching question?*

**Document 4:** \_\_\_\_\_

*"How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?"*

*What evidence can you gather to help answer the overarching question?*

**Document 5:** \_\_\_\_\_

*"How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?"*

*What evidence can you gather to help answer the overarching question?*



Name \_\_\_\_\_ Period \_\_\_\_\_

*“How were the greatly outnumbered Spanish able to so easily defeat the native people of the New World?”*

Directions: Now that you have researched five different documents, evaluate and answer the overarching question. Your response should focus on three things:

- 1.) Highlight at least THREE different reasons with text evidence to answer the overarching question.
- 2.) Consider how accurate your predictions were in the "intro document analysis" section.
- 3.) What are two things you learned that you did not know before?

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**Summer Packet for  
Seventh Grade Students**  
*Science*

**Enclosed:**

**Periodic Table of Elements Worksheets**

**Scientific Method Worksheet**

**Please complete and return your packet to  
your sixth grade teacher on the first day of  
school.**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

# It's SUMMER!

Name \_\_\_\_\_

Directions: Use the Periodic Table of Elements to find the element that corresponds to the *atomic number* of each line below. Write the element's symbol on the line to create a summer word.

## Things We Love About Summer

1. \_\_\_\_\_  
9    53    75    9    3    99



2. \_\_\_\_\_  
5    18    4    29    99

3. \_\_\_\_\_ A \_\_\_\_\_  
8    58    7    74    23    99

4. \_\_\_\_\_  
23    89    85    53    8    7



5. \_\_\_\_\_  
53    58    6    75    95

T \_\_\_\_\_  
44    6    19    16

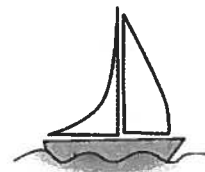
6. \_\_\_\_\_ E  
87    53    16    4

7. \_\_\_\_\_ G  
56    90    49    16    92    53    T \_\_\_\_\_  
16

8. \_\_\_\_\_  
15    53    6    28    55



9. \_\_\_\_\_ A \_\_\_\_\_ G  
16    53    3    7



10. \_\_\_\_\_ G  
15    57    39    49    49    90    E \_\_\_\_\_  
67    34

11. \_\_\_\_\_ A \_\_\_\_\_ E \_\_\_\_\_  
16    60    6    33    81    16



12. \_\_\_\_\_ G  
6    95    15    49



13. \_\_\_\_\_  
9    3    15    114    8    15    16

14. \_\_\_\_\_ X \_\_\_\_\_ G  
75    57    49

15. \_\_\_\_\_ R \_\_\_\_\_ J \_\_\_\_\_ L \_\_\_\_\_  
9    8    92    90    8    9    92    39



16. \_\_\_\_\_ T DA \_\_\_\_\_ L  
57    16    39    8    9    21    67    8

17.  $\frac{\quad}{16}$   $\frac{\quad}{102}$  R  $\frac{\quad}{19}$  E  $\frac{\quad}{3}$   $\frac{\quad}{7}$  G



18. DA  $\frac{\quad}{60}$  E  $\frac{\quad}{3}$   $\frac{\quad}{8}$   $\frac{\quad}{7}$   $\frac{\quad}{16}$



19.  $\frac{\quad}{83}$   $\frac{\quad}{6}$   $\frac{\quad}{39}$   $\frac{\quad}{17}$   $\frac{\quad}{99}$

20.  $\frac{\quad}{20}$   $\frac{\quad}{102}$   $\frac{\quad}{99}$

21.  $\frac{\quad}{9}$   $\frac{\quad}{95}$   $\frac{\quad}{53}$  l  $\frac{\quad}{39}$   $\frac{\quad}{75}$   $\frac{\quad}{92}$   $\frac{\quad}{28}$   $\frac{\quad}{8}$   $\frac{\quad}{7}$   $\frac{\quad}{16}$

22.  $\frac{\quad}{16}$   $\frac{\quad}{92}$  MM  $\frac{\quad}{68}$   $\frac{\quad}{6}$   $\frac{\quad}{95}$   $\frac{\quad}{15}$

23.  $\frac{\quad}{4}$   $\frac{\quad}{89}$   $\frac{\quad}{1}$



24.  $\frac{\quad}{9}$   $\frac{\quad}{53}$   $\frac{\quad}{75}$   $\frac{\quad}{74}$   $\frac{\quad}{8}$  R  $\frac{\quad}{19}$   $\frac{\quad}{16}$

25.  $\frac{\quad}{84}$   $\frac{\quad}{8}$  L  $\frac{\quad}{15}$   $\frac{\quad}{18}$   $\frac{\quad}{22}$   $\frac{\quad}{99}$

26.  $\frac{\quad}{3}$   $\frac{\quad}{26}$  G  $\frac{\quad}{92}$   $\frac{\quad}{18}$  D  $\frac{\quad}{16}$

27. D  $\frac{\quad}{53}$   $\frac{\quad}{23}$   $\frac{\quad}{49}$  G  $\frac{\quad}{5}$   $\frac{\quad}{8}$   $\frac{\quad}{18}$   $\frac{\quad}{110}$

28.  $\frac{\quad}{5}$   $\frac{\quad}{92}$   $\frac{\quad}{111}$   $\frac{\quad}{68}$   $\frac{\quad}{16}$

29.  $\frac{\quad}{87}$   $\frac{\quad}{99}$   $\frac{\quad}{1}$   $\frac{\quad}{29}$  T G  $\frac{\quad}{88}$   $\frac{\quad}{16}$   $\frac{\quad}{16}$

30.  $\frac{\quad}{34}$   $\frac{\quad}{33}$   $\frac{\quad}{67}$   $\frac{\quad}{75}$

## Summer Things We Might Do Without!

Directions: Below are several elements in a series. Write their symbols to create a word or phrase.

31. Boron – Lithium – Sulfur – Tellurium – R – Indium – G Helium – Astatine

32. Polonium – Iodine – Sulfur – Oxygen – Nitrogen Iodine – Vanadium – Yttrium

33. Sulfur – Uranium – Niobium – Uranium – Radon – Sulfur

34. Hydrogen – Uranium – M – Iodine – D – Iodine – T – Yttrium

# Periodic Table of the Elements

Hydrogen 1 <b>H</b> 1																	Helium 2 <b>He</b> 4
Lithium 3 <b>Li</b> 7	Beryllium 4 <b>Be</b> 9															Fluorine 9 <b>F</b> 19	Neon 10 <b>Ne</b> 20
Sodium 11 <b>Na</b> 23	Magnesium 12 <b>Mg</b> 24															Chlorine 17 <b>Cl</b> 35	Argon 18 <b>Ar</b> 40
Potassium 19 <b>K</b> 39	Calcium 20 <b>Ca</b> 40	Scandium 21 <b>Sc</b> 45	Titanium 22 <b>Ti</b> 48	Vanadium 23 <b>V</b> 51	Chromium 24 <b>Cr</b> 52	Manganese 25 <b>Mn</b> 55	Iron 26 <b>Fe</b> 56	Cobalt 27 <b>Co</b> 59	Nickel 28 <b>Ni</b> 59	Copper 29 <b>Cu</b> 64	Zinc 30 <b>Zn</b> 65	Germanium 32 <b>Ge</b> 73	Selenium 34 <b>Se</b> 79	Bromine 35 <b>Br</b> 80	Krypton 36 <b>Kr</b> 84		
Rubidium 37 <b>Rb</b> 85	Strontium 38 <b>Sr</b> 88	Yttrium 39 <b>Y</b> 89	Zirconium 40 <b>Zr</b> 91	Niobium 41 <b>Nb</b> 93	Molybdenum 42 <b>Mo</b> 96	Technetium 43 <b>Tc</b> [98]	Ruthenium 44 <b>Ru</b> 101	Rhodium 45 <b>Rh</b> 103	Palladium 46 <b>Pd</b> 106	Silver 47 <b>Ag</b> 108	Cadmium 48 <b>Cd</b> 112	Tin 50 <b>Sn</b> 119	Tellurium 52 <b>Te</b> 128	Iodine 53 <b>I</b> 127	Xenon 54 <b>Xe</b> 131		
Caesium 55 <b>Cs</b> 133	Barium 56 <b>Ba</b> 137	Lutetium 71 <b>Lu</b> 175	Hafnium 72 <b>Hf</b> 178	Tantalum 73 <b>Ta</b> 181	Tungsten 74 <b>W</b> 184	Rhenium 75 <b>Re</b> 186	Osmium 76 <b>Os</b> 190	Iridium 77 <b>Ir</b> 192	Platinum 78 <b>Pt</b> 195	Gold 79 <b>Au</b> 197	Mercury 80 <b>Hg</b> 201	Lead 82 <b>Pb</b> 207	Polonium 84 <b>Po</b> [209]	Astatine 85 <b>At</b> [210]	Radon 86 <b>Rn</b> [222]		
Francium 87 <b>Fr</b> [223]	Radium 88 <b>Ra</b> [226]	Lawrencium 103 <b>Lr</b> [262]	Rutherfordium 104 <b>Rf</b> [261]	Dubnium 105 <b>Db</b> [262]	Seaborgium 106 <b>Sg</b> [266]	Bohrium 107 <b>Bh</b> [264]	Hassium 108 <b>Hs</b> [269]	Meitnerium 109 <b>Mt</b> [278]	Darmstadtium 110 <b>Ds</b> [281]	Roentgenium 111 <b>Rg</b> [282]	Copernicium 112 <b>Cn</b> [285]	Flerovium 114 <b>Fl</b> [289]	Livermorium 116 <b>Lv</b> [293]	Tennesse 117 <b>Ts</b> [294]	Oganesson 118 <b>Og</b> [294]		

Lanthanum 57 <b>La</b> 139	Cerium 58 <b>Ce</b> 140	Praseodymium 59 <b>Pr</b> 141	Neodymium 60 <b>Nd</b> 144	Promethium 61 <b>Pm</b> [145]	Samarium 62 <b>Sm</b> 150	Europium 63 <b>Eu</b> 152	Gadolinium 64 <b>Gd</b> 157	Terbium 65 <b>Tb</b> 159	Dysprosium 66 <b>Dy</b> 163	Holmium 67 <b>Ho</b> 165	Erbium 68 <b>Er</b> 167	Thulium 69 <b>Tm</b> 169	Ytterbium 70 <b>Yb</b> 173
Actinium 89 <b>Ac</b> [227]	Thorium 90 <b>Th</b> 232	Protactinium 91 <b>Pa</b> 231	Uranium 92 <b>U</b> 238	Neptunium 93 <b>Np</b> [237]	Plutonium 94 <b>Pu</b> [244]	Americium 95 <b>Am</b> [243]	Curium 96 <b>Cm</b> [247]	Berkelium 97 <b>Bk</b> [247]	Californium 98 <b>Cf</b> [251]	Einsteinium 99 <b>Es</b> [252]	Fermium 100 <b>Fm</b> [257]	Mendelevium 101 <b>Md</b> [258]	Nobelium 102 <b>No</b> [259]

**Part One Directions:** For each problem or question:

1. Write a possible hypothesis for each scenario. Use an "If... Then..." statement.
2. Underline the independent variable once, and the dependent variable twice.

1. If you wrap your snacks in aluminum foil, will they still be stolen by seagulls at the beach?



2. Does riding a bike with larger tires help you go faster even if you pedal at the same rate?

3. If you burn a citronella candle near your picnic, will it keep mosquitoes away?



4. Does putting sunscreen on an hour before sun exposure lead to less sunburns than putting the sunscreen on immediately before sun exposure?

5. Does pouring vinegar on a jellyfish sting actually take the pain away?



6. Does walking in flip flops lead to more foot injuries than walking in sneakers?

7. Which gets eaten faster, ice cream licked from a cone or ice cream eaten with a spoon?



**Part Two Directions:** Briefly describe an experiment that could test if each hypothesis is correct or not. Be sure to include some of the controls that would have to be in place to keep the experiment valid. Define the IV (independent variable) and DV (dependent variable).

8. Scientists think that shark attacks are often caused by the sharks mistaking the black and slick wetsuit worn by surfers for a seal, their normal prey. Are sharks more attracted to people in black wetsuits or people not wearing a wetsuit?

Describe how this could be tested: \_\_\_\_\_

\_\_\_\_\_

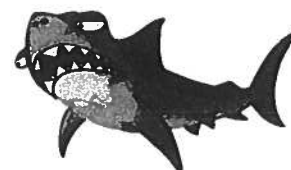
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV - \_\_\_\_\_

DV - \_\_\_\_\_



9. Will students who spend at least 4 hours outside each summer day be happier than students who spend all day inside glued to a screen?

Describe how this could be tested: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV - \_\_\_\_\_

DV - \_\_\_\_\_



10. Will flashing a flashlight make fireflies flash their own lights more often?

Describe how this could be tested: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV - \_\_\_\_\_

DV - \_\_\_\_\_



# Religion Summer Assignment

Say the Rosary every day for at least one full week with your family. Then have a parent/Guardian sign off on each day that you say it till you say all seven days. Make sure to go to mass each Sunday too (even when on vacation if possible)!

**1. Monday - Joyful Mysteries**

Signature:

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**2. Tuesday - Sorrowful Mysteries**

Signature:

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**3. Wednesday - Glorious Mysteries**

Signature:

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**4. Thursday - Luminous Mysteries**

Signature:

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**5. Friday - Sorrowful Mysteries**

Signature:

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**6. Saturday - Joyful Mysteries**

Signature:

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## 7. Sunday - Glorious Mysteries

Signature:

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### **Helpful reminders:**

**Joyful mysteries:** 1. Annunciation; 2. Visitation; 3. Nativity; 4. The Presentation of Jesus at the temple; 5. The finding of the child Jesus at the temple

**Sorrowful mysteries:** 1. The agony in the garden; 2. the scourging at the pillar; 3. the crowning of thorns; 4. the carrying of the cross; 5. The crucifixion

**Glorious Mysteries:** 1. The Resurrection; 2. The Ascension; 3. The coming of the Holy Spirit; 4. The Assumption; 5. The crowning of Mary

**Luminous Mysteries:** 1. The Baptism of Jesus; 2. The wedding at Cana; 3. The Proclamation of the Kingdom of Heaven; 4. The Transfiguration; 5. The Institution of the Eucharist

### **What prayers to say:**

On the cross - Apostle's Creed

Large beads - Our Father

Small beads - Hail Mary

Chain (after each grouping of Hail Mary) - "Glory Be" and "Oh My Jesus" prayer

Decorative extra large bead (in the middle that starts the loop) - "Hail Holy Queen" and if possible the "Concluding prayer" and "St. Michael prayer"

\*\*\* There are also recordings on spotify, youtube and the Hallow app that you can say the rosary along with if you find that helpful.