



## *Holy Name of Jesus School*

### **Summer Reading, Language Arts, History, Science, and Math Work Students Entering Grade 7 – 2026/2027 School Year**

Students entering 7<sup>th</sup> grade must complete the following work for the first day of school:

**Summer Reading:** Please see attached assignment. Students are to read a novel of their choice and complete the activity accordingly.

**Language Arts:** Students are to complete the grammar packet and writing assignment attached to this. This is due on the first day of the school completed to the best of your ability.

**National History Day:** Students are to complete these two (2) activities in preparation for National History Day this upcoming school year.

**Science Fair:** Read the introductory letter. Then complete the worksheet regarding the science fair topic. Make note of the due dates given.

**Math:** Students are to complete their level packet. Accelerated is first, followed by Academic. **Do not do both.** This is due on the first day of school.



Students are to read a novel of their choice that is at least 200 pages in length and complete the *Story Map* and "Novel" paper with the bubbles.

In case you are unsure of some of the terms:

Inciting incident - what happened that sets the story in motion? It should have something to do with the problem.

Protagonist - main character

Antagonist - opposes the main character; has conflict with the main character

Exposition contains three parts - setting, main characters, hint of the conflict (problem) to come.

Theme of the story is asking for a lesson or morale, something that you can take from the story and apply it to your own life.

For the book summary, please use "Somebody Wanted But So.." Don't give away the ending and try to keep it short.

Mrs. Diehm

# Story Map

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

Novel: \_\_\_\_\_

Title: \_\_\_\_\_

Protagonist: \_\_\_\_\_

Antagonist: \_\_\_\_\_

4. Climax

5. Falling Action

6. resolution

3. Rising Action

2. Inciting Incident

Conflict

Exposition:

Theme of the story:

REVIEWER: \_\_\_\_\_

NOVEL

AUTHOR

BOOK SUMMARY (don't give anything away)

[Large empty rectangular box for book summary]

FAVORITE QUOTE

[Cloud-shaped box for favorite quote]

GENRE:  
SETTING:

ONE WORD FOR THIS BOOK:

[Large cloud-shaped box for explaining rating]

RATE THIS BOOK



EXPLAIN YOUR RATING

Name: \_\_\_\_\_ (Please turn into Mrs. Martinelli by <sup>3</sup> August 26)

### Incoming 7th Grade Language Arts Summer Work

Sentence structure plays a big part in creative and expository writing and can be enhanced with phrases and clauses. Simple sentences are fine, but mixing in compound and complex sentences can elevate writing pieces through description and details.

#### Descriptive Words

Use a thesaurus, print or digital, and give me three synonyms for the following words. .

scary: \_\_\_\_\_

cool (meaning the very best kind): \_\_\_\_\_

\_\_\_\_\_

fun: \_\_\_\_\_

overwhelming: \_\_\_\_\_

delicious: \_\_\_\_\_

stubborn: \_\_\_\_\_

beautiful: \_\_\_\_\_

fast: \_\_\_\_\_

boring: \_\_\_\_\_

lively: \_\_\_\_\_

talkative: \_\_\_\_\_

shy: \_\_\_\_\_

Choosing from the descriptive words you wrote above and adding other adjectives to give your sentences good detail, write 5 original sentences that demonstrate the feeling listed. Underline all descriptive words...adjectives, adverbs, fun verbs...etc

**Example- Lively:** The animated puppy playfully licked my smiling face until I belly laughed and giggled maniacally.

1. lively: \_\_\_\_\_

\_\_\_\_\_

2. shy: \_\_\_\_\_

\_\_\_\_\_

3. overwhelmed: \_\_\_\_\_

\_\_\_\_\_

4. stubborn: \_\_\_\_\_

\_\_\_\_\_

5. talkative: \_\_\_\_\_

\_\_\_\_\_



## Prepositional Phrases

A prepositional phrase gives description to a sentence by answering the following questions: which one, what kind, how many, how, when, where, or to what extent?

Example: In the morning, Sara collected the 12 eggs from the henhouse near the old barn.

In the above sentence, the underlined phrases answer **when** and **where** the eggs were collected.

**DIRECTIONS:** For the following sentence stems, add prepositional phrases to give more detail to the sentence. Please use **CORRECT** capitalization and punctuation.

*Example:* Sara collected eggs (sentence stem) Added phrases: **In the morning, Sara collected the 12 eggs from the henhouse near the old barn.**

1. cat scratched: \_\_\_\_\_  
\_\_\_\_\_
2. Chloe danced: \_\_\_\_\_  
\_\_\_\_\_
3. waves crashed: \_\_\_\_\_  
\_\_\_\_\_
4. Christmas tree sparkled: \_\_\_\_\_  
\_\_\_\_\_
5. choir sings: \_\_\_\_\_  
\_\_\_\_\_

### Common Prepositions

- aboard. about. above. across. after. against. along. amid. among. around. ...
- at. before. behind. below. beneath. beside. between. beyond. but. by. ...
- despite. down. during. except. excluding. following. for. from. in. inside. ...
- like. near. of. off. on. onto. outside. over. past. ...
- than. though. to. toward. under. underneath. until. up. upon. ...
- within. without.

## Compound Sentences

A compound sentence has two or more independent clauses joined by a conjunction or a semicolon. Using compound sentences also elevates writing and helps with sentence fluency.

Example: **Chicago boasts many old skyscrapers, but it also has many modern ones.**

**DIRECTIONS:** Please add another independent clause to those stated to form a compound sentence.

Example: **Chicago boasts many old skyscrapers, but it also has many modern ones.**

6. The spider web is shimmering, and \_\_\_\_\_  
\_\_\_\_\_
7. **Georgie loves to read, but** \_\_\_\_\_  
\_\_\_\_\_
8. At the zoo, we may visit the butterfly house, or \_\_\_\_\_  
\_\_\_\_\_
9. **Nathan has a famous grandfather; however,** \_\_\_\_\_  
\_\_\_\_\_
10. The roller coaster line was long ; \_\_\_\_\_  
\_\_\_\_\_





# National History Day

## Summer Work 2026

### Innovation in History: Impact, Influence, Change

Directions: Please complete the following two activities to help prepare for the upcoming NHD project. This is an individual assignment even if you are planning to partner with someone you must each complete a separate assignment with a separate topic. This does not have to be your planned topic.

Activity One: Please complete the following by answering each question on a separate sheet of paper or retype your answers.

**The Innovation**

- What is the innovation? (Name, inventor/group, year)
- Before: What did it replace? How did people do things *before* it existed?

**Historical Context**

- What was happening in the world when this was created?
- What problem or need was the innovator trying to solve?

**1. Impact (Short-Term)**

- What happened within 1–5 years of its introduction?
- Who immediately loved it? Who resisted or fought against it? (you need to look at both sides)

**2. Influence (The Ripple)**

- How did it spread to other places or industries?
- Did it inspire secondary inventions? (ex., Cars influenced fast food).

**3. Change (Long-Term)**

- How does the world permanently look different 25+ years later?
- If we deleted this innovation from history, how would life change?

**Activity Two:** Please answer the following by filling in the blank or completing the statement using another sheet of paper or retyping.

Step 1: Identify your innovation & time period.

"The innovation of \_\_\_\_\_ during the  
\_\_\_\_\_ era/time period..."

Step 2: State the short-term impact.

"...had an immediate IMPACT on society by  
\_\_\_\_\_."

Step 3: Show the broader influence.

"It INFLUENCED history by changing how people  
\_\_\_\_\_ and inspiring  
\_\_\_\_\_."

Step 4: Prove the permanent change.

"Ultimately, this created a lasting CHANGE because it permanently  
altered \_\_\_\_\_."

## 7th and 8th Grade Science Fair Summer Handout

- Starting Science Fair
  - You should be entering the Science Fair with a good topic. Choose a topic that is both grade appropriate and academically challenging. In the past, some projects have been basic and did not reflect the level of understanding at this grade.
  - As a starting point you may **get ideas** from science buddies or use the following link for ideas. [Read this list of 200 science-fair project ideas.](#)
  - You can also look at prior CASEF submissions and make it your own [CASEF: Capital Area Science & Engineering Fair](#)
  - Also, speak with an adult about your project ideas. If you would like any feedback, please email Mrs. Holland.
  - **These need to be testable ideas and not just observations!**
    - You need to be able to have a minimum of 5 trials of your experiment with an independent variable, dependent variable, control, and measurable data. You must have at least 3 levels, conditions, or treatments. If you are working with humans, you must have 30 people willing to participate in your experiment. Please see me for the human consent form in August. Students will not be permitted to test during class time.
  - If your goal is to go to CASEF you will be required to fill out additional paperwork when you return to school. If you are planning on experimenting with humans or vertebrates you will have to get preapproval from CASEF before experimentation. (I will assist with that.) Potentially hazardous biological agents and microbiology projects are now being permitted under strict guidelines. You must be able to obtain a BSL-2 lab.
- The summer science fair project assignment is due the first day of school.
- We will assign your topic/category **officially** the first week of school after the topic has been reviewed and approved.
  - Categories include: Life Science, Physical Science, Chemistry, TEM (technology, engineering, and math), Behavioral and Social Sciences, Medicine and Health, Environmental

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

Grade: \_\_\_\_\_

Due Date: 8/31/26

### **Directions**

During the summer, begin thinking about your **science fair project**. Complete this form as thoroughly as possible. Your topic does not need to be finalized, but it should be well-developed and appropriate for your grade level. This assignment will help ensure that your project is experimental, measurable, and challenging enough for the science fair.

**1. What question are you trying to answer through your experiment?**

**2. What category does your project fit into? (Circle one)**

100 Life Science – animals, plants, genetics, ecology, living organisms

200 Physical Science – physics, energy, motion, transportation, geology, astronomy, Earth science

300 Chemistry – substances, reactions, materials, food chemistry

400 Technology/Engineering/Mathematics – engineering, robotics, computers, coding, artificial intelligence, mathematics

500 Social/Behavioral Science – psychology, sociology, education, human behavior

600 Medicine & Health – microbiology, human body systems, disease, nutrition, biochemistry, biomedical engineering

700 Environmental Science – conservation, pollution, climate, water quality, renewable energy, natural resources

**3. Is your experiment testable and not just a demonstration? YES / NO**

Explain how you will test your idea:

**4. Does your project have the following variables?**

Independent Variable (what you change) **yes or no?**

Dependent Variable (what you measure) **yes or no?**

Control Group (standard group that does not receive experimental treatment and is used for comparison.) **yes or no?**

**5. Is your data measurable using numbers? YES / NO**

**6. Are you able to complete at least five trials? YES / NO**

**7. Can you easily obtain the materials needed for this project? YES / NO**

**8. How challenging is this project for you? Please circle below.**

Too easy      Appropriate challenge      Very challenging

**9. Are you testing humans? YES / NO**

If yes, you must have at least 30 participants and obtain signed consent forms before beginning your experiment.

**10. Are you interested in participating in CASEF or PJAS? YES / NO**

If you are interested in participating in CASEF, additional paperwork is required. Projects involving humans, vertebrate animals, hazardous chemicals, bacteria, or microorganisms require special approval before experimentation begins. If you plan on using bacteria or mold you must obtain a BSL-2 lab to conduct your experiment.

**8th Grade Only**

Are you working with a partner?      YES / NO

If yes, who is your partner?

Is this project a continuation of last year's project? YES / NO

## Science Fair Due Dates 2026

<b>1. Index Card with Topic &amp; Problem</b>	<b>Due: First Day of School 8/31/26 Revisions:</b>
<b>2. Working hypothesis and Rationale, Independent Variable, Dependent Variable, Control, &amp; Constants</b>	<b>Due: Friday, September 11, 2026</b>
<b>3. Materials and Procedures</b>	<b>Due: Friday, September 18, 2026</b>
<b>4. Background Research</b>	<b>Due: To be determined</b>
<b>5. Experimental Journal (1st check) Introduction and Cover Page</b>	<b>Due: Friday, October 2, 2026</b>
<b>6. Table of Contents, Acknowledgments, Glossary</b>	<b>Due: Friday October 9, 2026</b>
<b>7. Observation/ Data &amp; Discussion &amp; Graphs</b>	<b>Due: Friday October 30, 2026</b>
<b>8. Conclusion, Future Directions, Practical Applications &amp; Limitations</b>	<b>Due: Friday November 6, 2026</b>
<b>9. Summary &amp; Abstract</b>	<b>Due: Wednesday November 11, 2026</b>
<b>10. Science Fair Displays with Experimental Journal, Report Copy &amp; Science Fair Folders</b>	<b>Due: Monday, November 16, 2026</b>

**7th Grade Accelerated**

PAGE 1

1. Write  $13 \cdot 13 \cdot 13 \cdot 13 \cdot 13 \cdot 13$  as a power.
2. Find the value of  $5^5$ .
3. Evaluate  $7 - 9(17 + 7) \div 6^2$ .
4. Find the GCF of 56 and 88.
5. Find the LCM of 12 and 9.
6. A mug is  $\frac{1}{5}$  full. The mug contains  $\frac{3}{8}$  of a cup of water. Find the capacity of the mug. Write the answer as a fraction or mixed number in simplest form.
7. Find  $1\frac{3}{4} \div 1\frac{1}{6}$ . Write the answer in simplest form.
8. Evaluate  $24.891 + 6.588 - 16.965$ . Write the answer as a decimal.
9. Find  $6.81 \times 8.82$ . Write the answer as a decimal.
10. You make 12 equal payments. You pay a total of \$2148. How much is each payment?
11. Find  $2705 \div 250$ . Write the answer as a mixed number in simplest form.
12. Find  $0.442 \div 0.34$ . Write the answer as a decimal.

13. Identify the terms, coefficients, and constants in the expression  $15x + 12$ .
14. Evaluate  $y^2 - 3$  when  $y = 2$ .
15. Write the phrase, "13 less than a number  $p$ ," as an expression.
16. Simplify the expression  $6 + (4 + x)$ .
17. Use the Distributive Property to simplify the expression  $7(5x - 6)$ .
18. You purchase  $z$  items for \$6 each. The total cost is \$36. Write an equation that you can use to find  $z$ .
19. Tell whether  $p = 99$  is a solution of  $p \div 9 = 11$ .

Solve the equation.

20.  $x + 11 = 15$

21.  $9y = 81$

22. The equation
- $c = 5t$
- represents the cost
- $c$
- (in dollars) of
- $t$
- tickets for a play. Identify the independent and dependent variables.

23. You have \$10 and earn \$0.25 for each cup of orange juice you sell. Write an equation that represents the total amount
- $A$
- (in dollars) you have after selling
- $j$
- cups of orange juice.

24. Each person in a group buys a movie ticket, a drink, and a popcorn. How much does the group pay when there are 5 people in the group?

Item	Ticket	Drink	Popcorn
Price	\$5.00	\$3.75	\$3.50

Simplify.

25.  $(\frac{3}{4}x - 6) - (\frac{1}{2}x - 8)$

83.  $\frac{1}{4}(12x + 12) + 8x$

26. Factor  $\frac{1}{4}$  out of  $\frac{1}{4}x + \frac{3}{4}$ .

Directions: Write all your work on the paper and put your final answer on the line provided. This assignment is due the **first day of school**.

**A** Convert the fractions into mixed numbers.

1.  $\frac{14}{3} =$  \_\_\_\_\_

2.  $\frac{110}{17} =$  \_\_\_\_\_

3.  $\frac{156}{14} =$  \_\_\_\_\_

4.  $\frac{118}{13} =$  \_\_\_\_\_

5.  $\frac{52}{6} =$  \_\_\_\_\_

6.  $\frac{64}{15} =$  \_\_\_\_\_

**B** Write the number in **two** other forms (fraction, decimal, or percent). Make sure the fraction is in simplest form.

1. 0.15 \_\_\_\_\_

2.  $\frac{3}{8}$  \_\_\_\_\_

3. 4.902 \_\_\_\_\_

4. 5.25 \_\_\_\_\_

**C. Fractions**

Solve each problem. Write each answer in simplest form.

Page 3

$$\begin{array}{r} 1) \quad 9 \frac{4}{9} \\ + 3 \frac{5}{14} \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad \frac{5}{12} \\ - \frac{1}{13} \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 6 \frac{4}{15} \\ + 2 \frac{1}{10} \\ \hline \end{array}$$

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

$$\begin{array}{r} 5) \quad 3 \frac{7}{12} \\ - 1 \frac{9}{10} \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6 \frac{1}{8} \\ + 7 \frac{3}{4} \\ \hline \end{array}$$

$$7) \quad \frac{12}{16} \times \frac{4}{5} =$$

$$8) \quad 1 \frac{3}{4} \times \frac{5}{7} =$$

$$9) \quad 2 \frac{3}{4} \times \frac{5}{15} =$$

$$10) \quad 5 \frac{2}{5} \div 4 \frac{1}{3} =$$

$$11) \quad \frac{4}{5} \div \frac{1}{2} =$$

$$12) \quad 3 \frac{3}{4} \div \frac{5}{2} =$$

**D. Decimals**

Solve each problem.

$$1) \quad 67 - 45.2 =$$

$$2) \quad 86 + 30.1 =$$

$$3) \quad 93.72 - 31.060 =$$

$$\begin{array}{r} 4) \quad \begin{array}{r} 6.91 \\ \times 2.3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5) \quad \begin{array}{r} 65.61 \\ \times 4.73 \\ \hline \end{array} \end{array}$$

$$6) \quad .7 \overline{) .224}$$

$$7) \quad 6.8 \overline{) 16.32}$$

$$8) \quad 21 \overline{) 6594}$$

**E.** Comparing Fractions

Use '&gt;', '&lt;' or '=' to solve each problem.

1)  $\frac{1}{6} \bigcirc \frac{7}{10}$

2)  $\frac{6}{10} \bigcirc \frac{7}{8}$

3)  $\frac{3}{4} \bigcirc \frac{3}{6}$

4)  $\frac{3}{12} \bigcirc \frac{1}{4}$

5)  $\frac{3}{8} \bigcirc \frac{2}{6}$

6)  $\frac{8}{10} \bigcirc \frac{1}{5}$

Distribute to simplify.

27.  $8(34 + 5)$

28.  $12(84 + 9)$

Name \_\_\_\_\_

PAGE 1

Grade 7 Academic Math

Directions: Write all your work on the paper and put your final answer on the line provided. This assignment is due the **first day of school**.

**A** Convert the fractions into mixed numbers.

1.  $\frac{14}{3} =$  \_\_\_\_\_

2.  $\frac{110}{17} =$  \_\_\_\_\_

3.  $\frac{156}{14} =$  \_\_\_\_\_

4.  $\frac{118}{13} =$  \_\_\_\_\_

5.  $\frac{52}{6} =$  \_\_\_\_\_

6.  $\frac{64}{15} =$  \_\_\_\_\_

**B** Write the number in **two** other forms (fraction, decimal, or percent). Make sure the fraction is in simplest form.

1. 0.15 \_\_\_\_\_

2.  $\frac{3}{8}$  \_\_\_\_\_

3. 4.902 \_\_\_\_\_

4. 5.25 \_\_\_\_\_

**C** Comparing Fractions

Use '>', '<' or '=' to solve each problem.

1)  $\frac{1}{6}$   $\frac{7}{10}$

2)  $\frac{6}{10}$   $\frac{7}{8}$

3)  $\frac{3}{4}$   $\frac{3}{6}$

4)  $\frac{3}{12}$   $\frac{1}{4}$

5)  $\frac{3}{8}$   $\frac{2}{6}$

6)  $\frac{8}{10}$   $\frac{1}{5}$

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**D Fractions**

Solve each problem. Write each answer in simplest form.

Page 2

$$\begin{array}{r} 1) \quad 9 \frac{4}{9} \\ + 3 \frac{5}{14} \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad \frac{5}{12} \\ - \frac{1}{13} \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 6 \frac{4}{15} \\ + 2 \frac{1}{10} \\ \hline \end{array}$$

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

$$\begin{array}{r} 5) \quad 3 \frac{7}{12} \\ - 1 \frac{9}{10} \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6 \frac{1}{8} \\ + 7 \frac{3}{4} \\ \hline \end{array}$$

$$7) \quad \frac{12}{16} \times \frac{4}{5} =$$

$$8) \quad 1 \frac{3}{4} \times \frac{5}{7} =$$

$$9) \quad 2 \frac{3}{4} \times \frac{5}{15} =$$

$$10) \quad 5 \frac{2}{5} \div 4 \frac{1}{3} =$$

$$11) \quad \frac{4}{5} \div \frac{1}{2} =$$

$$12) \quad 3 \frac{3}{4} \div \frac{5}{2} =$$

**E Decimals** Solve each problem.

$$1) \quad 67 - 45.2 =$$

$$2) \quad 86 + 30.1 =$$

$$3) \quad 93.72 - 31.060 =$$

$$\begin{array}{r} 4) \quad \begin{array}{r} 6.91 \\ \times 2.3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5) \quad \begin{array}{r} 65.61 \\ \times 4.73 \\ \hline \end{array} \end{array}$$

$$6) \quad .7 \overline{) 2.24}$$

$$7) \quad 6.8 \overline{) 16.32}$$

$$8) \quad 21 \overline{) 6594}$$



Use  $<$ ,  $>$  or  $=$  to compare.

- 1)  $98 \underline{\hspace{1cm}} 59$
- 2)  $-16 \underline{\hspace{1cm}} -36$
- 3)  $-95 \underline{\hspace{1cm}} |-41|$
- 4)  $-89 \underline{\hspace{1cm}} 61$
- 5)  $|52| \underline{\hspace{1cm}} |98|$
- 6)  $|-85| \underline{\hspace{1cm}} |16|$
- 7)  $-20 \underline{\hspace{1cm}} |-19|$
- 8)  $69 \underline{\hspace{1cm}} |-31|$

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**G** Ordering Positive and Negative Integers

Determine which choice best answers the question.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Which choice shows the values from greatest to least?           <ol style="list-style-type: none"> <li>A. <math>-83, -60, -50, -59</math></li> <li>B. <math>-50, -59, -60, -83</math></li> <li>C. <math>-60, -83, -50, -59</math></li> <li>D. <math>-50, -83, -59, -60</math></li> </ol> </li> </ol>                 | <ol style="list-style-type: none"> <li>2) Which choice shows the values from least to greatest?           <ol style="list-style-type: none"> <li>A. <math>-7, -3, 9, 10</math></li> <li>B. <math>10, 9, -7, -3</math></li> <li>C. <math>-3, -7, 10, 9</math></li> <li>D. <math>-7, -3, 10, 9</math></li> </ol> </li> </ol>                     |
| <ol style="list-style-type: none"> <li>3) Which choice shows the values from least to greatest?           <ol style="list-style-type: none"> <li>A. <math>6, 0, -3, -4</math></li> <li>B. <math>6, -4, 0, -3</math></li> <li>C. <math>-4, -3, 0, 6</math></li> <li>D. <math>0, -3, 6, -4</math></li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>4) Which choice shows the values from greatest to least?           <ol style="list-style-type: none"> <li>A. <math>-76, -65, -56, -53</math></li> <li>B. <math>-53, -56, -76, -65</math></li> <li>C. <math>-76, -65, -53, -56</math></li> <li>D. <math>-53, -56, -65, -76</math></li> </ol> </li> </ol> |
| <ol style="list-style-type: none"> <li>5) Which choice shows the values from greatest to least?           <ol style="list-style-type: none"> <li>A. <math>-105, -798, -366, -407</math></li> <li>B. <math>-105, -366, -407, -798</math></li> <li>C. <math>-407, -798, -105, -366</math></li> <li>D. <math>-407, -798, -366, -105</math></li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>6) Which choice shows the values from least to greatest?           <ol style="list-style-type: none"> <li>A. <math>-79, -73, -54, -52</math></li> <li>B. <math>-73, -79, -52, -54</math></li> <li>C. <math>-73, -79, -54, -52</math></li> <li>D. <math>-54, -73, -52, -79</math></li> </ol> </li> </ol> |

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

