

Summer Reading 2025 7th Grade Reading List

What you **MUST** do this summer:

1. Read **TWO** Books from the list below

- a. You are to choose two (2) books from the list below.
- b. You **MUST** read **BOTH** books

2. Take **notes** on **both** books.

- a. You will take notes on both books in a notebook or in a binder.
- b. When you return to school in August, you will be tested on **ONE** of the two books you read over the summer.
- c. You will be allowed to use your notes for an open note reading test.
- d. You will **NOT** be allowed to choose which book you will be tested on.
 - i. You must know details about both books--so **take good notes for BOTH books!**
- e. You do not need to turn in your notes because your notes are your study guide. If you don't take good notes, you will not do well on your test.
- f. Your notes **MUST be handwritten.**
 - i. **Typed notes will not be allowed during the test**
- g. You should write down important quotes.

You will take a test on one of the two books!

What you need to know for the test:

1. You will be asked specific plot questions
 - a. Pay attention to details
 - i. What does a character see, hear, taste, touch, smell, feel
 - ii. How and why do things occur
 - iii. Where and when do things occur
 - iv. Why does a character do something
 - b. Know important quotes. (And who said them)
 - c. Pay attention to minor characters and details
2. You will need to know the following literary elements in both books:

a. Author	e. Protagonist	i. Antagonist
b. Theme	f. Conflict	j. Type of Character
c. Point of View	g. Genre	k. Symbolism/Symbols
d. Setting	h. Sub genre	l. Literary Devices

Types of characters:

Protagonist: This is the main character, around which the whole story revolves. The decisions made by this character will be affected by a conflict from within, or externally through another character, nature, technology, society, or the fates/God. The Protagonist is **NOT** always the hero.

Antagonist: This character causes the conflict for the protagonist. This character can act as the "foil." Sometimes the Antagonist is the HERO!

Dynamic Character: One who changes in the story. Protagonist and Antagonist should always be dynamic characters

Flat Character: a character who reveals only one, maybe two, personality traits in a story or novel, and the trait(s) do not change.

Foil: a character that is used to enhance another character through contrast.

Round Character: a well developed character who demonstrates varied and sometimes contradictory traits. Usually a developed character that is NOT the protagonist or antagonist.

Static Character: Someone who does not change

Stock Character: A stereotype, immediately recognizable. The character you expect to act a certain way.

Symbolic Character: A character who represents something in society or idea.

Definition of Conflict: A struggle between opposing forces. Usually, the main character struggles against some other force. There are many kinds of conflicts in stories; a character versus himself or herself or a character versus another character. Another conflict is when a character or characters goes against a group of people (society), or when a character has to go against nature (storms, wild animals) or technology. Finally, conflict can include when a character goes against something supernatural or against God.

Definition of Genre: a category of literature characterized by style or subject matter. In literature the major genres are fiction, nonfiction, poetry, drama, oral literature. All books on your list will be fiction or nonfiction. There are also many subgenres, some subgenres including historical fiction, science fiction, mysteries, realistic fiction, fantasy, biographies, autobiographies

Definition of Point of View: Point of view is the writer's way of deciding who is telling the story to whom. There are three main types of point of view; first, second and third person.

First person point of view means you are telling the story. The pronouns that dominate the passage are "I" "me" "mine" "we" "our" "myself."

Second person point of view means you being spoken to directly. You are somehow part of the action or given directions. The pronouns that dominate the passage are "you" "your" "yourself."

Third person limited point of view means that an outsider is looking and telling other outsiders just the facts. You or I are not involved in the story and the reader is not told what the characters are feeling; only what they say and what they are doing. The pronouns that dominate the passage are "he" "she" "it" "they" "their" "them" "itself" or "themselves." **Third person omniscient** point of view means that an outsider is looking and telling other outsiders what all the characters are doing or feeling. This person knows EVERYTHING that is going on in the minds of all the other characters. Third person pronouns are used.

Definition of Theme: is defined as a **main idea or an underlying meaning** of a story which may be stated directly or indirectly. In literature, an author will use characters, the plot, conflicts and/or settings to express and explore the theme, main idea or insights into life.

Examples of themes include; love, war, friendship, faith, beauty, loyalty, good vs. evil, truth, fate vs. free will, sacrifice, loneliness, coming of age, courage under pressure, justice, change

Definition of Setting: are the three elements; time, place and environment that build a story. It tells when and where the story takes place, but it may also include the environment of the story, which can include not only the physical location but also the climate, weather, or social and cultural surroundings. A story's setting can change as the story progresses.

Definition of Symbolism: A symbol is anything that hints at something else, usually something abstract, such as an idea or belief. A literary symbol is an object, a person, a situation, or an action that has a literal meaning in a story but suggests or represents other meanings.

Definition of Literary Devices: Any words or phrases that an author uses that help to create an image, a character, a mood, a tone, or to tell a story and helps a reader analyze and understand the story on a deeper level. Examples include hyperbole, onomatopoeia, metaphor, simile, imagery, personification, irony, setting, symbolism, and point of view.

Seventh Grade 2024 Summer Reading Choices:

Choose TWO (2):

Fiction Novels:

1. Born Behind Bars by Padma Venkatraman
2. The Bridge Home by Padma Venkatraman
3. Momentous Events in the Life of a Cactus by Dusti Bowling
4. Greetings from Witness Protection by Jack Burt
5. Pay Attention Carter Jones by Gary D. Schmidt
6. The Book of Boy by Catherine Gilbert Murdock
7. Trash by Andy Mulligan
8. The War that Saved my Life by Kimberly Brubaker Bradley

Nonfiction Books:

9. 25 Catholic Scientists, Mathematicians, and Supersmart People by David M. Warren
10. The Notorious Benedict Arnold by Steve Sheinkin
11. Lord of the Flies by William Golding
12. Oliver Twist by Charles Dickens
13. Longitude: The True Story of a Lone Genius by Dava Sobel
14. Life of Christ by Fulton Sheen

St. William of York

Rising 7th & 8th Summer 2025 Math Packet

Attached is the summer math packet. It will be collected for a quiz grade the first week of school. It is a review of the concepts of adding, subtracting, multiplying and dividing fractions, mixed numbers, decimals, and negative numbers. Calculators are not allowed and all work must be shown. No work, no credit.

In addition to the packet there is an additional requirement to take online quizzes to refresh your recollection of topics learned this year. You must take at least 5 of these quizzes on the correct level. You may take more than 5. We will use your 5 highest scores to determine your grade. These will count as another quiz score. These must be taken before the first day of school, August 20, 2025.

Go to

Education.jlab.org/solquiz

Under Math Tests select (your math class from this year, 2024-25)

Math 6 (Mrs. Coulter's or Mrs. Moloko's 6th grade class)

Math 7 (Mrs. Walker's 6th grade class; Mrs. Moloko's or Mrs. Coulter's 7th grade class)

Math 8 (Mrs. Walker's 7th grade class)

Number of Questions, select 20

Add your name – you can use first name and last initial or first initial and last name.

Click "I'm Ready! Let's Start"

Take the multiple choice quiz. It will be helpful to have paper and pencil handy. The quiz will tell you immediately if you got the question correct and you can read the explanation if you miss the question. When you are finished it will give you a 12-digit code. You can record that code if you want, however, this code does not count as proof of completion.

On the next page, where it says "Email a copy of results to" enter kwalker@stwillschool.org. Click "Send it"

You should also send them to yourself. **You MUST email them to Mrs. Walker** from this page. If you do not, it will be like you didn't take the quiz. The 12-digit code doesn't count. Do NOT send the 12-digit code to Mrs. Walker. If you forget to email the results (not the code) at the time of the quiz, you can use the code to go back in to the site and email them to Mrs. Walker from that page. However the code is only good for 2 weeks.

Please contact Mrs. Walker with any questions or problems over the summer at kwalker@stwillschool.org.

Reteaching 1-5**Adding and Subtracting Decimals**Add $3.25 + 12.6 + 18.93$.

First estimate. $3.25 \rightarrow 3$
 $12.6 \rightarrow 13$
 $+18.93 \rightarrow 19$
 35

Round to greatest place of smallest #

Then follow these steps.

- ① Line up the decimal points.
Write in any needed zeros.
- ② Add as you would add whole numbers. Regroup when needed.
- ③ Place the decimal point.

$$\begin{array}{r} 3.25 \\ 12.60 \\ +18.93 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ 3.25 \\ 12.60 \\ +18.93 \\ \hline 34.78 \end{array}$$

$$\begin{array}{r} 3.25 \\ 12.60 \\ +18.93 \\ \hline 34.78 \end{array} \leftarrow \text{Compare to your estimate.}$$

To subtract decimals, follow similar steps. Work from right to left and regroup when needed. Place the decimal point to complete the subtraction.

If no decimal is #, it is at the end. $12 + 3.41 = 12.00 + 3.41 = 15.41$

Find each sum or difference. Show work.

1) $8.13 - 2.716$
align vertically
 $\begin{array}{r} 8.130 \leftarrow \text{add } 20 \\ - 2.716 \\ \hline 5.414 \end{array}$

2) $4.7 + 5.26 + 8.931$

3) $5.9 - 2.803$

4) $9.27 + 15.006$

5) $23 - 6.74$

6) $3 + 8.6$

Find each sum

SHOW WORK

1) $0.9 + 6.7$

align vertically

line up decimals

$$\begin{array}{r} 0.9 \\ + 6.7 \\ \hline \end{array}$$

$$7.6$$

2) $3.1 + 9.4$

3) $4.88 + 8.19$

4) $14.05 + 9.75$

5) $6 + 0.22 + 0.78$

6) $9.104 + 5.01 + 7.99$

Find each Difference

7) $8.5 - 4.2$

8) $7.2 - 3.05$

9) $5.07 - 2.8$

10) $6.347 - 2.986$

11) $14.2 - 9.86$

12) $13.45 - 5.001$

$$\begin{array}{r} 22.7 \\ - 12.06 \\ \hline \end{array}$$

$$\begin{array}{r} 16.1 \\ - 10.88 \\ \hline \end{array}$$

$$\begin{array}{r} 1.79 \\ - 0.879 \\ \hline \end{array}$$

Multiplying Decimals

Multiply 0.3×1.4

$$\begin{array}{r} 0.3 \leftarrow 1 \text{ decimal place} \\ \times 1.4 \leftarrow +1 \text{ decimal place} \\ \hline 12 \\ + 030 \\ \hline 0.42 \leftarrow 2 \text{ decimal places} \end{array}$$

When multiplying decimals, first multiply the factors as though they are whole numbers. Then add the number of decimal places in each factor to find the number of decimal places in the product.

For each product place the decimal point in the correct place.

3. 0.9
 $\times 2.8$

252

4. 3.1
 $\times 77$

2387

5. 6.22
 $\times 8$

4976

6. 19.6
 $\times 2.03$

39788

Find each product.

SHOW WORK

7) 1.6
 $\times 3.7$

8) 8.12
 $\times 59$

9) 12.3
 $\times 6.1$

10) 5.9
 $\times 1.2$

11) 23.4
 $\times 5.2$

12) 4.8
 $\times 42$

13) 9.2
 $\times 12.4$

14) 120
 $\times 7.6$

15) 3.15
 $\times 2.3$

Reteaching 1-8

Multiplying and Dividing Decimals by 10, 100, and 1,000

Example 1: Multiply 10×0.65 .

There is one zero in 10 so move the decimal point one place to the right.

$$10 \times 0.65 = 6.5$$

Check your answer using a paper and pencil.

$$0.65 \leftarrow 2 \text{ decimal places}$$

$$\times 10 \leftarrow 0 \text{ decimal places}$$

$$6.50 \leftarrow 2 \text{ decimal places}$$

$$6.50 = 6.5$$

Example 2: Divide $15.5 \div 100$.

There are two zeros in 100 so move the decimal point two places to the left.

$$15.5 \div 100 = 0.155$$

Check your answer using a paper and pencil.

$$\begin{array}{r} 0.155 \\ 100 \overline{)15.5} \\ \underline{-100} \\ 550 \\ \underline{-500} \\ 500 \\ \underline{-500} \\ 0 \end{array}$$

Do circled problems
Use mental math to find each product.

1. 2.7×10

2. $2.5(10)$

3. $100(0.21)$

4. 0.77×100

5. $10 \times 0.2 \times 1$

6. $5 \times 0.2 \times 100$

7. 2.64×100

8. $7.5 \cdot 1,000$

9. $0.5 \times 2 \times 20$

Use mental math to find each quotient.

10. $0.4 \div 10$

11. $2.3 \div 100$

12. $7 \div 100$

13. $52.3 \div 10$

14. $3 \div 1,000$

15. $41 \div 100$

Use $<$, $=$, or $>$ to complete each statement.

16. $2.2 \times 10 \square 2.2(10)(0.1)$

17. $1.1 \div 10 \square 110 \div 100$

18. $60 \div 100 \square 600 \div 10$

19. $5 \times 0.3 \times 2 \square 10 \times 0.3$

20. $0.22 \div 10 \square 0.22 \div 0.1$

21. $0.004 \times 100 \square 10 \times 10 \times 0.004$

22. $5.5 \times 2 \times 10 \square 5.5 \times 100$

23. $(2 \times 5) 0.14 \square 0.14 (10)$

Dividing Decimals

Find the quotient $1.52 \div 0.4$

① Multiply the dividend and divisor by 10 so that the divisor is a whole number.

move decimal 1 place to right of divisor.
do the same for the dividend

② Divide as with whole numbers.

$$\begin{array}{r} 38 \\ 4 \overline{)15.2} \\ \underline{-12} \\ 32 \\ \underline{-32} \\ 0 \end{array}$$

③ Place the decimal point in the quotient above its place in the dividend. Insert zeroes as placeholders if necessary.

$$\begin{array}{r} 3.8 \\ 4 \overline{)15.2} \\ \underline{-12} \\ 32 \\ \underline{-32} \\ 0 \end{array}$$

No remainders, keep dividing

SHOW WORK

Find each quotient

3) $8.6 \div 6$ ← rewrite

1) $3 \overline{)1.85}$

2) $4 \overline{)2.68}$

6) 8.6

4) $8 \overline{)27}$

5) $12.96 \div 5$

6) $5 \overline{)11.30}$

7) $0.4 \div 16$

8) $9 \overline{)13.86}$

9) $20 \overline{)47.6}$

Find each Quotient. Show work.

$$1) 3 \div 0.12$$

$$2) 1.5 \overline{) 84}$$

$$3) 78 \div 15.6$$

$$4) 6.4 \overline{) 23.68}$$

$$5) 9.1 \overline{) 7.28}$$

$$6) 3 \overline{) 4.11}$$

$$7) 0.9 \overline{) 1.35}$$

$$8) 0.5 \overline{) 0.935}$$

$$9) 1.7 \overline{) 19.95}$$

$$10) 0.02 \overline{) 0.4}$$

$$11) 0.4 \overline{) 1.08}$$

$$12) 24 \overline{) 120.60}$$

Reteaching 4-2**Fractions With Like Denominators**Add: $\frac{1}{6} + \frac{3}{6}$

- ① Combine numerators over the denominator.

$$\frac{1}{6} + \frac{3}{6} = \frac{1+3}{6}$$

- ② Add numerators.

$$= \frac{4}{6}$$

- ③ Simplify, if possible.

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

$$\frac{1}{6} + \frac{3}{6} = \frac{2}{3}$$

Subtract: $\frac{7}{10} - \frac{2}{10}$

- ① Combine numerators over the denominator.

$$\frac{7}{10} - \frac{2}{10} = \frac{7-2}{10}$$

- ② Subtract numerators.

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

- ③ Simplify, if possible.

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

$$\frac{7}{10} - \frac{2}{10} = \frac{1}{2}$$

Find each sum.

Do related problems

1. $\frac{1}{5} + \frac{3}{5}$ _____

2. $\frac{4}{6} + \frac{1}{6}$ _____

3. $\frac{3}{12} + \frac{3}{12}$ _____

4. $\frac{6}{10} + \frac{5}{10}$ _____

5. $\frac{3}{10} + \frac{2}{10}$ _____

6. $\frac{6}{12} + \frac{3}{12}$ _____

7. $\frac{5}{8} + \frac{1}{8}$ _____

8. $\frac{3}{8} + \frac{9}{8}$ _____

9. $\frac{3}{8} + \frac{6}{8}$ _____

Find each difference.

10. $\frac{6}{8} - \frac{3}{8}$ _____

11. $\frac{9}{10} - \frac{3}{10}$ _____

12. $\frac{3}{4} - \frac{1}{4}$ _____

13. $\frac{7}{12} - \frac{1}{12}$ _____

14. $\frac{8}{10} - \frac{6}{10}$ _____

15. $\frac{4}{6} - \frac{2}{6}$ _____

16. $\frac{5}{10} - \frac{1}{10}$ _____

17. $\frac{7}{12} - \frac{6}{12}$ _____

18. $\frac{9}{10} - \frac{4}{10}$ _____

Find each sum or difference.

19. $\frac{2}{7} + \frac{2}{7} - \frac{1}{7}$ _____

20. $\frac{10}{100} + \frac{20}{100} + \frac{90}{100}$ _____

21. $\frac{2}{5} - \frac{2}{5} + \frac{5}{5}$ _____

22. $\frac{10}{11} - (\frac{2}{11} + \frac{4}{11})$ _____

23. $\frac{8}{10} - \frac{2}{10} - \frac{1}{10}$ _____

24. $\frac{62}{80} - \frac{10}{80} - \frac{5}{80}$ _____

25. For school photos, $\frac{1}{5}$ of the students choose to have a blue background, $\frac{2}{5}$ of the students choose to have a purple background, and $\frac{1}{5}$ of the students choose to have a gray background. What portion of the students choose to have another background color?
- _____

Reteaching 4-3**Fractions With Unlike Denominators**

To add or subtract fractions with unlike denominators, you can use equivalent fractions.

Example 1: Find $\frac{5}{6} + \frac{1}{2}$.

- ① Find the least common denominator of 6 and 2.

The LCD is 6.

- ② Write equivalent fractions using the LCD.

$$\frac{5}{6} = \frac{5}{6} \quad \frac{1}{2} = \frac{1 \times 3}{2 \times 3} = \frac{3}{6}$$

- ③ Add. Write the sum in simplest form.

$$\begin{aligned} \frac{5}{6} + \frac{1}{2} &= \frac{5}{6} + \frac{3}{6} \\ &= \frac{5+3}{6} \\ &= \frac{8}{6} \\ &= \frac{4}{3} \\ &= 1\frac{1}{3} \end{aligned}$$

$$\frac{5}{6} + \frac{1}{2} = 1\frac{1}{3}$$

Example 2: Find $\frac{4}{5} - \frac{1}{3}$.

- ① Find the least common denominator of 5 and 3.

The LCD is 15.

- ② Write equivalent fractions using the LCD.

$$\frac{4}{5} = \frac{4 \times 3}{5 \times 3} = \frac{12}{15} \quad \frac{1}{3} = \frac{1 \times 5}{3 \times 5} = \frac{5}{15}$$

- ③ Subtract. Write the difference in simplest form.

$$\begin{aligned} \frac{4}{5} - \frac{1}{3} &= \frac{12}{15} - \frac{5}{15} \\ &= \frac{12-5}{15} \\ &= \frac{7}{15} \end{aligned}$$

$$\frac{4}{5} - \frac{1}{3} = \frac{7}{15}$$

Do circled problems

Find each sum or difference.

1. $\frac{1}{2} + \frac{3}{4}$ _____

2. $\frac{11}{16} - \frac{5}{16}$ _____

3. $\frac{1}{6} + \frac{1}{3}$ _____

4. $\frac{7}{8} - \frac{1}{2}$ _____

5. $\frac{9}{10} + \frac{1}{2}$ _____

6. $\frac{2}{3} + \frac{5}{9}$ _____

7. $\frac{1}{2} + \frac{7}{10}$ _____

8. $\frac{3}{4} - \frac{5}{12}$ _____

9. $\frac{5}{8} + \frac{1}{4}$ _____

10. $\frac{15}{16} - \frac{1}{4}$ _____

11. $\frac{7}{12} - \frac{1}{3}$ _____

12. $\frac{5}{6} + \frac{1}{3}$ _____

13. $\frac{7}{8} - \frac{1}{4}$ _____

14. $\frac{3}{5} + \frac{1}{6}$ _____

15. $\frac{1}{12} + \frac{1}{10}$ _____

16. $\frac{7}{8} - \frac{3}{10}$ _____

17. $\frac{2}{6} + \frac{3}{4}$ _____

18. $\frac{3}{8} - \frac{1}{3}$ _____

19. $\frac{5}{8} + \frac{2}{3}$ _____

20. $\frac{3}{5} - \frac{1}{2}$ _____

21. $\frac{1}{8} + \frac{1}{5}$ _____

22. $\frac{7}{10} - \frac{3}{5}$ _____

23. $\frac{9}{10} - \frac{1}{2}$ _____

24. $\frac{1}{10} + \frac{4}{5}$ _____

Reteaching 4-4**Adding Mixed Numbers**

Some mixed numbers can be added mentally.

Example 1: Find $5\frac{1}{4} + 2\frac{1}{8}$.

- ① Add the whole numbers.

$$5 + 2 = 7$$

- ② Add the fractions.

$$\frac{1}{4} + \frac{1}{8} = \frac{2}{8} + \frac{1}{8} = \frac{3}{8}$$

- ③ Combine the two parts.

$$7 + \frac{3}{8} = 7\frac{3}{8}$$

$$5\frac{1}{4} + 2\frac{1}{8} = 7\frac{3}{8}$$

Or, you can follow these steps.

Example 2: Find $4\frac{4}{5} + 2\frac{9}{10}$.

- ① Write with a common denominator.

$$4\frac{4}{5} + 2\frac{9}{10} = 4\frac{8}{10} + 2\frac{9}{10}$$

- ② Add the whole numbers.
-
- Add the fractions.

$$= 6\frac{17}{10}$$

- ③ Rename
- $6\frac{17}{10}$
- as
- $7\frac{7}{10}$
- .

$$= 7\frac{7}{10}$$

$$4\frac{4}{5} + 2\frac{9}{10} = 7\frac{7}{10}$$

Do circled problems
Find each sum.

1. $4\frac{4}{7} + 1\frac{1}{7}$

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

3. $2\frac{1}{2} + 4$

4. $8\frac{2}{5} + 4\frac{1}{10}$

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

6. $2\frac{7}{10} + 3\frac{1}{5}$

7. $7\frac{2}{9} + 1\frac{4}{9}$

8. $8\frac{3}{14} + 2\frac{1}{7}$

9. $9\frac{3}{8} + 2\frac{1}{2}$

10. $1\frac{3}{4} + 4\frac{7}{8}$

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

12. $1\frac{2}{5} + 9\frac{2}{3}$

13. $6\frac{3}{4} + 8\frac{4}{5}$

14. $3\frac{2}{3} + 5\frac{5}{6}$

15. $4\frac{2}{5} + 6\frac{7}{10}$

16. $6 + 3\frac{2}{5}$

17. $9\frac{1}{6} + 1\frac{1}{3}$

18. $8\frac{1}{16} + 4\frac{5}{8}$

Reteaching 4-5**Subtracting Mixed Numbers**

Some mixed numbers can be subtracted mentally.

Example 1: Find $5\frac{2}{3} - 2\frac{1}{6}$.

- ① Subtract the whole numbers.

$$5 - 2 = 3$$

- ② Then, subtract the fractions.

$$\frac{2}{3} - \frac{1}{6} = \frac{4}{6} - \frac{1}{6} = \frac{3}{6} = \frac{1}{2}$$

- ③ Combine the two parts.

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

$$5\frac{2}{3} - 2\frac{1}{6} = 3\frac{1}{2}$$

Sometimes you must *rename* the first fraction before subtracting.

Example 2: Find $6\frac{1}{2} - 2\frac{3}{4}$.

- ① Write with a common denominator.

$$6\frac{1}{2} - 2\frac{3}{4} = 6\frac{2}{4} - 2\frac{3}{4}$$

- ② Rename $6\frac{2}{4}$. $= 5\frac{6}{4} - 2\frac{3}{4}$

- ③ Subtract the whole numbers. $= 3\frac{3}{4}$

Then, subtract the fractions.

Simplify, if necessary.

$$6\frac{1}{2} - 2\frac{3}{4} = 3\frac{3}{4}$$

Find each difference.

Do circled problems

1. $7\frac{7}{10} - 2\frac{3}{10}$

2. $3\frac{3}{4} - 1\frac{1}{2}$

3. $6\frac{2}{3} - 2\frac{1}{6}$

4. $9\frac{7}{8} - 7\frac{3}{4}$

5. $8\frac{1}{2} - 3\frac{1}{4}$

6. $14\frac{1}{3} - 8\frac{1}{4}$

7. $12\frac{1}{3} - 9\frac{2}{3}$

8. $6\frac{5}{8} - 2\frac{3}{4}$

9. $7\frac{5}{7} - 4\frac{13}{14}$

10. $10\frac{2}{3} - 7\frac{5}{6}$

11. $5\frac{7}{16} - 1\frac{1}{2}$

12. $8\frac{2}{5} - 3\frac{2}{3}$

13. $6\frac{1}{8} - 3\frac{1}{16}$

14. $9\frac{5}{12} - 5\frac{3}{4}$

15. $12\frac{3}{4} - 6\frac{1}{8}$

16. $7\frac{2}{5} - 2\frac{1}{4}$

17. $15\frac{5}{12} - 8\frac{1}{3}$

18. $4\frac{1}{10} - 2\frac{4}{5}$

Multiplying Fractions

When you multiply fractions, • multiply numerators
• multiply denominators
• simplify

$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$

you may be able to simplify before
you multiply

$$\frac{2}{3} \times \frac{6^2}{11} = \frac{4}{11}$$

$$\frac{4}{21} \times 49 = \frac{4}{21} \times \frac{49^1}{1} = \frac{28}{3}$$

You can rewrite whole #s as
fractions by putting them over 1

$$\begin{array}{r} 9 \overline{) 28} \\ 27 \\ \hline 1 \end{array} \quad \begin{array}{r} 9 \overline{) 21} \\ 18 \\ \hline 3 \end{array}$$

1) $\frac{3}{10} \times \frac{25}{27} =$

2) $\frac{8}{27} \times \frac{9}{20} =$

3) $\frac{9}{14} \times \frac{7}{15} =$

4) $72 \times \frac{5}{12} =$

5) $\frac{5}{6} \times 54 =$

6) $\frac{5}{8} \times \frac{4}{15} =$

7) $20 \times \frac{3}{25} =$

8) $\frac{2}{9} \times \frac{21}{20} =$

9) $\frac{5}{7} \times \frac{8}{15} =$

Multiply Mixed #s

- Change Mixed # into an improper fraction
- multiply fractions
- simplify

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

$$3\frac{1}{2} = \frac{7}{2}$$

$$\frac{7}{2} \times \frac{1}{3} = \frac{7}{6}$$

→ simplify

$$\begin{array}{r} 1 \cancel{2} \\ 6 \overline{) 7} \\ 6 \\ \hline 1 \end{array}$$

$$\boxed{1\frac{1}{6}}$$

$$2\frac{1}{3} \times 1\frac{2}{7}$$

$$2\frac{1}{3} = \frac{7}{3}$$

$$1\frac{2}{7} = \frac{9}{7}$$

$$\frac{7}{3} \times \frac{9}{7} = \boxed{3}$$

$$1) \quad \frac{6}{7} \times 2\frac{1}{3} =$$

$$2) \quad 2\frac{2}{3} \times \frac{5}{6} =$$

$$3) \quad \frac{1}{9} \times 5\frac{1}{3} =$$

$$4) \quad 4\frac{1}{5} \times \frac{6}{7} =$$

$$5) \quad 7\frac{1}{2} \times 2\frac{2}{5} =$$

$$6) \quad 6\frac{1}{4} \times 4\frac{4}{9} =$$

$$7) \quad 3\frac{1}{2} \times 2\frac{1}{4} =$$

$$8) \quad 5\frac{2}{5} \times 15 =$$

Divide Fractions

To divide by a fraction,
multiply the 1st # by
the reciprocal of the 2nd #

The reciprocal of a # has the numerator & the denominator
switched

$$\frac{3}{4} \rightarrow \text{reciprocal is } \frac{4}{3}$$

$$\frac{1}{5} \rightarrow \text{reciprocal is } \frac{5}{1} = 5 \quad 3 \rightarrow \text{reciprocal is } \frac{1}{3}$$

$$3 \div \frac{1}{2} = 3 \times \frac{2}{1} = \frac{3}{1} \times \frac{2}{1} = \frac{6}{1} = \boxed{6}$$

$$\frac{1}{8} \div \frac{3}{4} = \frac{1}{8} \times \frac{4}{3} = \boxed{\frac{1}{6}}$$

$$1) \frac{2}{3} \div \frac{5}{6} =$$

$$2) \frac{9}{10} \div \frac{3}{5} =$$

$$3) \frac{3}{5} \div \frac{4}{15} =$$

$$4) \frac{7}{9} \div \frac{5}{6} =$$

$$5) 7 \div \frac{2}{7} =$$

$$6) 20 \div \frac{8}{9} =$$

$$7) 12 \div \frac{3}{4} =$$

$$8) \frac{5}{8} \div \frac{2}{9} =$$

Divide Mixed #s

- Make Mixed #s into improper fractions
- Multiply by Reciprocal of 2nd improper fraction
- Simplify

$$\begin{array}{l} 3\frac{1}{3} \div 1\frac{2}{3} \qquad 3\frac{1}{3} = \frac{10}{3} \qquad 1\frac{2}{3} = \frac{5}{3} \\ \frac{10}{3} \div \frac{5}{3} \rightarrow \frac{10}{3} \times \frac{3}{5} = \frac{30}{15} = \boxed{2} \end{array}$$

multiply
reciprocal

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

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

3) $7\frac{1}{2} \div 1\frac{2}{3} =$

4) $32 \div 1\frac{3}{5} =$

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

6) $3\frac{2}{3} \div 17 =$

7) $6 \div 1\frac{1}{2} =$

8) $10\frac{1}{2} \div 3\frac{1}{3} =$

Practice 4-7

Measuring Elapsed Time

Clark is trying to plan his Saturday. He estimates each activity will take the following times.

Make a schedule for Clark's day if he wakes up at 7:00 A.M. Assume all his activities are done in the given order.

Activity	Amount of Time	Time of Day
1. Get up, eat breakfast	30 min	_____
2. Mow lawn	1 h	_____
3. Rake yard	2 h	_____
4. Wash, wax car	45 min	_____
5. Walk dog	15 min	_____
6. Clean room	45 min	_____
7. Eat lunch	30 min	_____
8. Shop for school clothes	1 h 30 min	_____
9. Read book	45 min	_____
10. Do homework	1 h 15 min	_____
11. Baby-sit brother	2 h	_____
12. Eat supper	45 min	_____
13. Get ready for party	30 min	_____
14. Ride to party	20 min	_____
15. Party	2 h	_____
16. Ride home	20 min	_____

Find the elapsed time between each pair of times.

17. from 2:12 P.M. to 10:18 P.M.

18. from 9:35 A.M. to 8:48 P.M.

19. from 6:45 P.M. to 11:24 A.M.

20. from 2:55 A.M. to 8:13 A.M.

21. from 7:00 P.M. to 8:56 P.M.

22. from 8:22 P.M. to 11:47 A.M.

23. The movie begins at 7:45 P.M. and lets out at 10:20 P.M. How long is the movie?

24. A plane left at 10:45 A.M. and landed at 4:37 P.M. How long was the flight?

Practice 10-1 *Absolute value is the distance from 0 on a # line*
it is always positive or 0; $|5| = 5$ **Using a Number Line**

Do circled problems
Use an integer to represent each situation.

1. spent \$23 _____ 2. lost 12 yards _____ 3. deposit of \$58 _____

Name the opposite of each integer.

4. 16 _____ 5. -12 _____ 6. 100 _____ 7. 75 _____

Find each absolute value.

8. $|-5|$ _____ 9. $|13|$ _____ 10. $|25|$ _____ 11. $|-7|$ _____

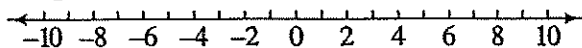
Compare using $<$ or $>$.

12. -5 \square 8 13. 13 \square -14 14. -11 \square -19

15. Order the temperatures from least to greatest. _____

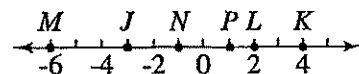
- The temperature was 25°F below zero.
- The pool temperature was 78°F .
- Water freezes at 32°F .
- The low temperature in December is -3°F .
- The temperature in the refrigerator was 34°F .

16. Graph these integers on the number line: $-4, 9, 1, -2, 3$.



Name the integer represented by each point on the number line.

17. J _____ 18. K _____
 19. L _____ 20. M _____



Name an integer between the given integers.

21. $-2, 9$ _____ 22. $3, -12$ _____ 23. $-7, -11$ _____

Complete with an integer that makes the statement true.

24. $-9 >$ _____ 25. _____ > 3 26. $0 >$ _____

Think of the days of a week as integers. Let today be 0, and let days in the past be negative and days in the future be positive.

27. If today is Tuesday, what integer stands for last Sunday? _____
 28. If today is Wednesday, what integer stands for next Saturday? _____
 29. If today is Friday, what integer stands for last Saturday? _____
 30. If today is Monday, what integer stands for next Monday? _____

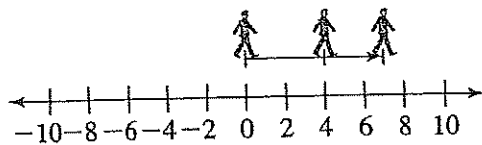
Reteaching 10-2

Adding Integers

You can add integers on a number line.

Example 1: Find $4 + 3$.

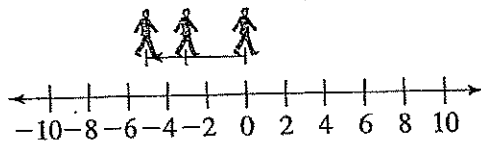
Start at 0. Move 4 units right and then 3 units right.



$$4 + 3 = 7$$

Example 2: Find $-3 + -2$.

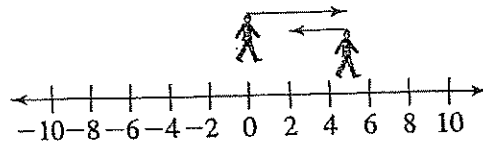
Start at 0. Move 3 units left and then 2 units left.



$$-3 + (-2) = -5$$

Example 3: Find $5 + (-3)$.

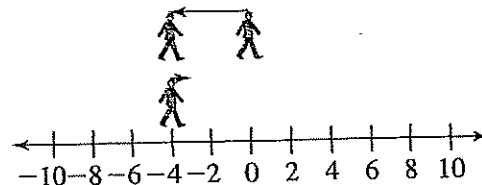
Start at 0. Move 5 units right and then 3 units left.



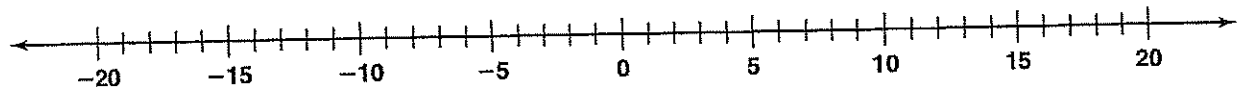
$$5 + (-3) = 2$$

Example 4: Find $-4 + 1$.

Start at 0. Move 4 units left and then 1 unit right.



$$-4 + 1 = -3$$



Do circled problems

Use the number line to find each sum.

1. $3 + 2$ _____

2. $6 + 4$ _____

3. $-4 + (-1)$ _____

4. $-4 + (-8)$ _____

5. $4 + (-1)$ _____

6. $-6 + 8$ _____

7. $-7 + 3$ _____

8. $-5 + 8$ _____

9. $3 + 5$ _____

10. $-3 + (-5)$ _____

11. $3 + (-5)$ _____

12. $-3 + 5$ _____

Find each sum.

13. $-6 + (-4)$ _____

14. $7 + (-2)$ _____

15. $-1 + (-6)$ _____

16. $9 + (-2)$ _____

17. $-6 + (-6)$ _____

18. $13 + 3$ _____

19. $-14 + (-5)$ _____

20. $5 + (-12)$ _____

21. $-9 + 9$ _____

22. $18 + (-18)$ _____

23. $0 + (-4)$ _____

24. $6 + 0$ _____

25. $15 + (-15)$ _____

26. $-12 + 0$ _____

27. $-9 + 10$ _____

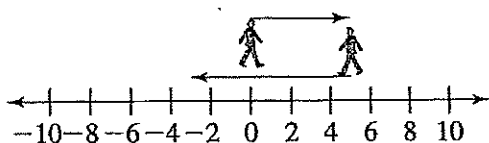
28. $12 + (-11)$ _____

29. $-12 + 11$ _____

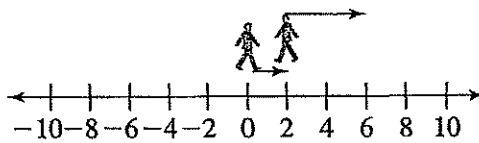
30. $2 + (-10)$ _____

Reteaching 10-3**Subtracting Integers**

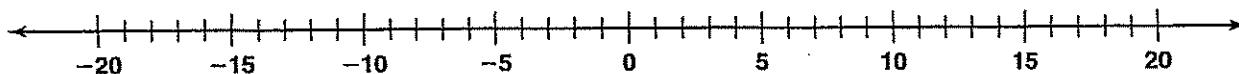
To subtract an integer, add the opposite.

Example 1: Subtract $5 - 8$.Add the opposite: $5 + (-8)$ 

$$5 - 8 = -3$$

Example 2: Subtract $2 - (-4)$.Add the opposite: $2 + 4$ 

$$2 - (-4) = 6$$

*Do circled problems*
Use a number line. Find each difference.

- | | | |
|----------------------|----------------------|------------------------|
| 1. $3 - (-6)$ _____ | 2. $2 - (-4)$ _____ | 3. $-1 - 2$ _____ |
| 4. $-3 - (-5)$ _____ | 5. $-8 - (-3)$ _____ | 6. $4 - (-4)$ _____ |
| 7. $-8 - 2$ _____ | 8. $8 - (-2)$ _____ | 9. $-8 - (-2)$ _____ |
| 10. $-7 - 4$ _____ | 11. $-10 - 2$ _____ | 12. $-5 - (-5)$ _____ |
| 13. $-5 - 6$ _____ | 14. $9 - (-3)$ _____ | 15. $-11 - (-6)$ _____ |

Find each difference.

- | | | |
|-----------------------|------------------------|------------------------|
| 16. $15 - (-4)$ _____ | 17. $-12 - 3$ _____ | 18. $21 - (-7)$ _____ |
| 19. $3 - (-12)$ _____ | 20. $-2 - 10$ _____ | 21. $-13 - 13$ _____ |
| 22. $5 - (-5)$ _____ | 23. $18 - (-10)$ _____ | 24. $-7 - (-13)$ _____ |
| 25. $14 - 16$ _____ | 26. $3 - 15$ _____ | 27. $-6 - (-9)$ _____ |
| 28. $-12 - 6$ _____ | 29. $15 - (-9)$ _____ | 30. $7 - 19$ _____ |

Solve each equation.

- | | | |
|--------------------------|---------------------------|-------------------------|
| 31. $12 + s = -10$ _____ | 32. $x - 8 = -3$ _____ | 33. $b + 18 = 12$ _____ |
| 34. $x - 21 = -2$ _____ | 35. $s - 25 = -100$ _____ | 36. $y + 5 = 9$ _____ |
| 37. $-5 + c = -10$ _____ | 38. $x + 30 = 5$ _____ | 39. $15 + b = 10$ _____ |

Reteaching 10-4

Multiplying Integers

When two integers have like signs, the product will always be positive.

Both integers are positive: $3 \times 4 = 12$

Both integers are negative: $-3 \times (-4) = 12$

When two integers have different signs, the product will always be negative.

One integer positive, one negative: $3 \times (-4) = -12$

One integer negative, one positive: $-3 \times 4 = -12$

Example 1: Find -8×3 .

- ① Determine the product.
 $8 \times 3 = 24$
- ② Determine the sign of the product. Since one integer is negative and one is positive, the product is negative.
- ③ So, $-8 \times 3 = -24$.

Example 2: Find $(-10) \times (-20)$.

- ① Determine the product.
 $10 \times 20 = 200$
- ② Determine the sign of the product. Since both integers are negative, the product is positive.
- ③ So, $(-10) \times (-20) = 200$.

Do circled problems
Find each product.

① $7 \times (-4)$

② $-5 \times (-9)$

③ -11×2

4. $8 \times (-9)$

5. $15 \times (-3)$

6. $-7 \times (-6)$

7. -12×6

8. $13 \times (-5)$

9. $-10 \times (-2)$

- ⑩ A dog lost 2 pounds three weeks in a row. What integer expresses the total change in the dog's weight? _____

product
Find each quotient.

⑪ $18 \times (-6)$

⑫ $-35 \times (-7)$

⑬ -15×3

14. $28 \times (-4)$

15. $25 \times (-5)$

16. $-27 \times (-9)$

17. -12×4

18. $33 \times (-11)$

19. $-50 \times (-2)$

Reteaching 10-5**Dividing Integers**

When two integers have like signs, the quotient will always be positive.

Both integers are positive: $8 \div 2 = 4$

Both integers are negative: $-8 \div (-2) = 4$

When two integers have different signs, the quotient will always be negative.

One integer positive, one negative: $8 \div (-2) = -4$

One integer negative, one positive: $-8 \div 4 = -2$

Example 1: Find $-24 \div 8$.

- ① Determine the quotient.
 $24 \div 8 = 3$
- ② Determine the sign of the quotient. Since one integer is negative and one is positive, the quotient is negative.
- ③ So, $-24 \div 8 = 3$.

Example 2: Find $35 \div (-7)$.

- ① Determine the quotient.
 $35 \div 7 = 5$
- ② Determine the sign of the quotient. Since one integer is positive and one is negative, the quotient is negative.
- ③ So, $35 \div (-7) = -5$.

Do circled problems
Find each quotient.

① $18 \div (-6)$

② $-35 \div (-7)$

③ $-15 \div 3$

4. $28 \div (-4)$

5. $25 \div (-5)$

6. $-27 \div (-9)$

⑦ $-12 \div 4$

⑧ $33 \div (-11)$

⑨ $-50 \div (-25)$

Solve each equation.

⑩ $-2y = 12$

⑪ $\frac{p}{10} = -6$

⑫ $-10y = -100$

13. $7x = -28$

14. $-6x = 36$

15. $\frac{s}{-2} = -14$

⑮ $\frac{x}{8} = -12$

⑰ $4x = -24$

⑱ $3x = 30$

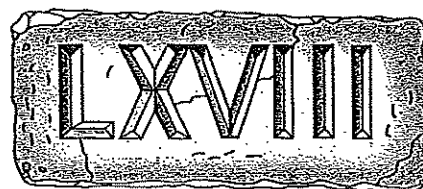
19. A ship sank at a rate of 90 feet in 10 seconds.
Represent the rate of change with an integer. _____

Roman Numerals

Enrichment

The ancient Romans used the symbols given below to represent numerals.

Symbol	I	V	X	L	C	D	M
Value	1	5	10	50	100	500	1000



All other numerals are represented through combinations of these seven different symbols.

► Rules for Forming Roman Numerals

- No symbol, except for M, is repeated more than three times in a row.
- When a symbol is followed by a symbol with an equal or lesser value, **add** the values of the symbols.

$$XX = 10 + 10 = 20$$

$$CCC = 100 + 100 + 100 = 300$$

$$DC = 500 + 100 = 600$$

$$MD = 1000 + 500 = 1500$$

- When a symbol is followed by a symbol with a greater value, **subtract** the lesser value from the greater value.

$$IX = 10 - 1 = 9$$

$$XL = 50 - 10 = 40$$

$$XC = 100 - 10 = 90$$

$$CM = 1000 - 100 = 900$$

- Only subtract powers of ten (I, X, or C, but not V or L).
For the numeral 95, do NOT write VC (100 - 5).
Do write XCV (XC + V or 90 + 5).
- Sometimes you must add *and* subtract.

$$MCMIV = 1000 + (1000 - 100) + (5 - 1) = 1904$$

$$CMLX = (1000 - 100) + (50 + 10) = 960$$

Think

Roman numerals I, X, and C are powers of ten.

$$I = 10^0 \quad X = 10^1$$

$$C = 10^2$$

Write each as a standard numeral.

1. CL

2. XXXIX

3. MM

4. CDIX

5. CMXC

6. LXVI

7. MCMXCV

8. MCLV

Write the Roman numeral for each.

9. 127

10. 1914

11. 4300

12. 6320

Consecutive

Name: _____

Consecutive things are in a row, in unbroken or logical sequence.

Match the following with its proper list of consecutive things.

- | | |
|------------------------------------------|----------------------------------------|
| 1. ____ Consecutive odd numbers | A. July, August, September |
| 2. ____ Consecutive days of the week | B. Washington, Jefferson, Lincoln |
| 3. ____ Consecutive multiples of 5 | C. 30, 40, 50 |
| 4. ____ Consecutive Presidents of the US | D. H, J, K |
| 5. ____ Consecutive months of the year | E. John Paul II, Benedict XVI, Francis |
| 6. ____ Consecutive letters | F. 11:00 am, 12:00 am, 1:00 pm |
| 7. ____ Consecutive Popes | G. 13, 17, 19 |
| 8. ____ Consecutive even numbers | H. Genesis, Exodus, Revelation |
| 9. ____ Consecutive integers | I. January, February, May |
| 10. ____ Consecutive hours | J. -1, 0, 1 |
| 11. ____ Consecutive Prime Numbers | K. 25, 35, 55 |
| 12. ____ Consecutive Multiples of 10 | L. Peter, James, Thomas |
| 13. ____ Consecutive Books of the Bible | M. 26, 28, 30 |
| | N. 29, 31, 33 |
| | O. Monday, Wednesday, Friday |
| | P. 10:00 pm, 11:00 pm, 12:00 am |
| | Q. S, T, U |
| | R. 60, 65, 70 |
| | S. 2, 4, 8 |
| | T. Kennedy, Johnson, Nixon |
| | U. Thursday, Friday, Saturday |
| | V. 3, 5, 9 |
| | W. Leviticus, Numbers, Deuteronomy |
| | X. John, Paul, George |
| | Y. 2:00, 2:01, 2:02 |

Mixed Review (watch the signs)

Short Work

$$1) 15 + 0.38 + 4.6$$

$$2) 8.3 + 9.18 + 25.903$$

$$3) 4.2 - 1.084$$

$$4) 362.08 - 6.4$$

$$5) \begin{array}{r} 4.264 \\ \times 13 \\ \hline \end{array}$$

$$6) \begin{array}{r} 0.64 \\ \times 0.78 \\ \hline \end{array}$$

$$7) \begin{array}{r} 5 \overline{) 162} \\ \hline \end{array}$$

$$8) \begin{array}{r} .7 \overline{) 2.52} \\ \hline \end{array}$$

$$9) \begin{array}{r} 9 \overline{) 14.56} \\ \hline \end{array}$$

$$10) \begin{array}{r} 18 \overline{) 5.4} \\ \hline \end{array}$$

Write Answers in Simplest Form

Show Work

8

$$11) \frac{1}{9} + \frac{5}{9} =$$

$$12) \frac{6}{19} + \frac{16}{19} =$$

$$13) \frac{7}{12} + \frac{5}{12} = \frac{12}{12} = 1$$

$$14) \frac{11}{16} + \frac{3}{16} =$$

$$15) \frac{1}{4} + \frac{2}{3} =$$

$$16) \frac{7}{8} + \frac{3}{4} =$$

$$17) \frac{3}{5} - \frac{1}{3} =$$

$$18) \frac{5}{8} - \frac{1}{6} =$$

$$19) 4\frac{1}{4} + 5\frac{3}{4} =$$

$$20) 16\frac{1}{3} + 5\frac{2}{15} =$$

$$21) 11\frac{2}{8} - 3\frac{3}{4} =$$

$$22) 21\frac{5}{6} - 4\frac{1}{12} =$$

$$23) \frac{4}{9} \times 27 =$$

$$24) \frac{9}{20} \times \frac{18}{45} =$$

Simplify Answers Show work

$$25) 5\frac{1}{3} \times 8\frac{3}{4} =$$

$$26) 4\frac{1}{2} \times \frac{3}{8} =$$

$$27) \frac{9}{16} \div 6 =$$

$$28) 5 \div 1\frac{4}{5} =$$

$$29) 8 \div \frac{2}{3} =$$

$$30) 6 \div 4\frac{1}{2} =$$

$$31) 4\frac{3}{8} \div 1\frac{1}{2} =$$

$$32) 12\frac{1}{4} \div 4\frac{1}{5} =$$

33) Steve practiced piano 5.25 hours in a week.
If he practiced for the same amount of time every day,
how many hours did he practice each day?

34) A box can hold 6 coffee mugs. How many
boxes are needed to hold 98 coffee mugs?

USE ORDER of Operations

- P Parentheses (simplify within them first)
- E Exponents
- MD Multiplication & Division (Left to Right)
- AS Addition & Subtraction (Left to Right)

35) $4.1 - 0.2 \times 0.07 + 0.5$

36) $(0.61 + 3.1) \times (0.7 - 0.2)$

ORIGINAL

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Latin Summer Work
Rising 6th – 8th Graders

Happy Summer, Panther Families! I hope everyone will enjoy their summer vacation and are looking forward to the coming term. Education in and the practice of the Catholic Faith are important values at St. William of York School. Now, one of the hallmarks of the Catholic tradition is the use of Latin, so we require Latin as a subject and encourage its use to deepen our students' connection to our heritage. Another reason we practice Latin is that it is a truly universal language shared by Catholics all around the world, allowing us to join our prayers with Catholics around the globe and with saints throughout history.

The Mass is the highest and most important expression of the Catholic faith, and as a school attend Mass at least once a week. At school Masses, many of the prayers are conducted in Latin, so it is important to be familiar with them. Even if your child has had no prior exposure to Latin class, studying the Mass parts can be easy and fun. Building familiarity with them will also help them to feel like a part of the SWOY family. Without further ado, here is the list of required prayers, and I have given some tips on how to find them and study them on the back of this sheet.

List of Prayers

Students are required to be familiar the following prayers before our first Latin class:

Latin Name	English Name
Kyrie	Lord Have Mercy
Gloria in Excelsis Deo	Glory to God in the Highest
Pater Noster	Our Father
Symbolum Nicaeanum (Credo)	Nicene Creed
Sanctus	Holy Holy Holy
Agnus Dei	Lamb of God

Assessment: the first two quiz grades and test grade at the start of the first term will be on familiarity with the prayers, not having memorized them word-for-word.

How to Study

These standard prayers can all easily be found online (such as at prayinglatin.com) and you should have no trouble finding them. I recommend printing them out and practicing one each day. One idea is practicing as a pair, alternating line-by-line. I highly recommend breaking up the *Gloria* and the *Symbolum Nicaeanum* into chunks, as they are quite long. Many recordings can also be found online and it can be a fun activity to sing them alongside priests, monks, or even Pope Leo XIV (check out the “Let’s Sing With the Pope” shorts put out by the Vatican!). If you want something physical and sturdy, these prayers can also be found as prayer cards or even inside many prayer books found at any Catholic bookstore, such as *the Pascal Lamb* in Fairfax, *Rex Rappahannock* in Fredericksburg, or the *National Shrine* in D.C.

I look forward to seeing everyone next year! Please have a wonderful summer vacation!

Sincerely, *Mr. Persigehl*

Resources

prayinglatin.com (online resource)

<https://www.catholic.org/prayers/prayer.php?s=55> (online resource)

Let’s Sing with the Pope (online video series)

the Pascal Lamb, Fairfax, VA (Catholic bookstore)

Rex Rappahannock, Fredericksburg, VA (Catholic bookstore)

the Basilica of the National Shrine of the Immaculate Conception, Washington, DC