

Grade 7

Assignment Bundle

Name: _____ Class: _____

Door to Freedom

By Jacalyn McNamara
1982

In this memoir, Jacalyn Pauer describes her husband's experiences escaping a war torn Hungary and how he got his immigration papers to go to America. As you read, take notes what Pal experiences while trying to get his immigration papers.

A Note from the Editor: Hungary is a country in Eastern Europe that has been torn by invasions throughout the course of its long history. In 1956, the Hungarians revolted against their government, a communist government which had been supported by the Soviet Union. The Soviet government sent in armed forces to crush the rebellion. A group of Hungarians known as Freedom Fighters fought the Soviets but were defeated. Many of the Freedom Fighters were teenagers, and many died. Pal, the boy in this story, was one who survived. The story of Pal's struggle to come to America is true. Pal lives today in Oregon with his wife, who wrote this story.



"Kossuth Lajos utca - Károly (Tanács) körút sarok." by FOTO:FORTEPAN / Pesti Srác2 is licensed under CC BY-SA 3.0

- [1] At midnight on November 13, 1956, 15-year-old Pal hid among trees on the marshy bank of a canal.

The rat-tat-tat of gunfire shattered the silence. A red flare pierced the fog and arced over the swirling waters. In the darkness that followed, Pal slid down the concrete embankment and plunged into the icy current.

For three weeks war had swept across Hungary. Pal had transported food into the city of Budapest and helped treat the wounded. Now, with no hope of breaking through Soviet lines to reach his family, he was escaping to Austria to join the Freedom Fighters.

When Austrian police pulled him almost frozen from the waters, Pal thought the worst was over. Three days later, in the safety of an Austrian refugee compound,¹ he learned the sad truth. Soviet troops had sealed the Hungarian borders. The revolution was over, and he could never return to his homeland.

- [5] Alone, carrying only a gold watch given to him by his mother, Pal needed to find the one person in all of Austria he believed could help him. He remembered an address he had seen on letters from his grandfather's oldest friend, a man named Klaus. The old man, Klaus, welcomed Pal with sympathy.

"I cannot go home," Pal said. "What should I do?"

Klaus ran his hand across his balding head. "If I were a young man, I'd go to America. It's the land of the future. There, a man can be free. You should go to America."

1. a place for people forced to leave their country because of war

Klaus agreed to let Pal stay with him a few days to prepare for his long journey. The old man fed Pal and gave him some clothing—a summer jacket, shirt, and slacks. They were not nearly warm enough for the freezing temperatures, but they were better than the clothes Pal already had. Then Klaus arranged Pal's transportation to Vienna, the city where the American Embassy² was located.

Thousands of Hungarians thronged³ the entrance of the American Embassy. Families huddled together in the cold. Some had camped all night on the frosty sidewalk to be the first in line in the morning.

- [10] Pal joined the crowd to wait his turn. He stomped his feet, trying to keep warm. The lines inched forward. By six o'clock in the evening, Pal was still far back in the line when two marines closed the big doors. Cold and in despair, Pal returned to the home of his grandfather's friend.

"The Americans will take only a certain number of Hungarians," he told Klaus. "Today, I couldn't even get close to the doors. I will have to stay there until I can get in."

The next morning, Pal again bid a reluctant good-bye to his only friend in Austria. At the embassy the lines had grown. Would the quota⁴ be filled before he could even get in? He wondered. By nightfall, about two hundred people stood in line ahead of him. The marines closed the doors.

Pal had not eaten all day, and he shivered in the cold. A light snow fell around him. Pal knew he would freeze if he spent the night in wet clothes, so he asked directions to the nearest refugee compound, where he could sleep for the night.

He awoke the following day determined to get into the embassy. He sold his watch and ate a hearty breakfast before going to stand in line.

- [15] The line was longer than ever. Pal took his place and waited. Heavy snow blanketed the ground. By afternoon, frost had formed on his eyelashes. Pal clenched his numb hands. He needed something hot to drink. Reluctantly, he stepped aside and the long line closed in where he had stood.

Tea burned his lips but aroused⁵ his courage. There had to be another way into the embassy, he thought, and he had to find it.

Marines guarded the front doors all day. East of the building was a delivery area surrounded by a ten-foot railing. On the west side was a street. Storefronts faced the barred embassy windows. One set of concrete steps led to a basement section of the embassy.

Pal crept down the steps and touched the doorknob. He turned it. The door was not locked. He opened the door and stepped inside. Sawdust and varnish⁶ smells filled the warm air. Pal found himself standing in a wood-worker's shop. He saw men working along rows of workbenches.

A man turned to him. "What are you doing here?"

2. a residence that houses government officials from another nation

3. **Throng (verb):** to crowd an area

4. a limited number of something

5. **Arouse (verb):** to evoke or awaken something

6. a liquid applied to surfaces to make them shiny

[20] "I... I..." stammered Pal glancing around. At the end of a row of benches he noticed another stairway that he thought might lead to the embassy. "I must have taken a wrong turn." He rushed up the stairs, pushed through the door, and closed it with relief. The main hall of the embassy spread before him.

"Next," someone called, and the orderly rows of people moved forward. Pal got in line. Minutes later he was in the first processing station.

"Who is sponsoring you?" the secretary asked. He remembered that his grandfather had donated to the organization.

"International Rescue Committee," he answered.

"Here is their address. You must go there for papers, then return here to the embassy."

[25] His heart sank. He had managed to get in once; could he do it again?

The lines were short at the IRC. He returned that night to the compound with his papers. As he lay on the straw he dreamed of thousands of people frozen like icicles in the street.

In the morning, Pal took one look at the crowd waiting outside the embassy then turned down the side street. He hurried down the stairs and swallowed hard. Then he went through the door. "Gutten Tag," he greeted the workers in their own language, trying to look confident. They nodded in return. He moved slowly through the long rows of benches, then rushed up the stairs two at a time.

Later that day, he smiled at the marines as he left the embassy, clutching his immigration papers under his arm. In a few days, he would be on an airplane bound for America. But as he walked through the flocks of refugees, his triumph felt hollow. All of them shared the same dream, freedom in America. What could he do to help them?

A young boy stood by himself, his thin face hidden by his light jacket. Pal approached him. "I know a secret entrance," he whispered, "Follow me." He led the boy to the stairs. "Just walk through and say hello. Don't tell anyone else about it until you have your papers or they might lock the door." The boy nodded eagerly. Pal held out the remaining money from the sale of his watch. "Here, get something to eat, and good luck. Maybe we'll be neighbors in America."

"Door to Freedom" by Jacalyn McNamara. Reproduced by permission. For more information on this author, please visit: <https://jmcnamara.net/>

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the main idea of the memoir?
 - A. Pal refused to give up on going to America, even when it looked like he would never get his immigration papers.
 - B. In order to discourage people from immigrating to America, the embassy made it difficult for people to get their immigration papers.
 - C. America is the best place for young people to start over if they have lost everything because of war.
 - D. It's not fair that Pal was able to get his immigration papers by breaking the rules, while most people had to wait in line.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "If I were a young man, I'd go to America. It's the land of the future. There, a man can be free. You should go to America." (Paragraph 7)
 - B. "By six o'clock in the evening, Pal was still far back in the line when two marines closed the big doors. Cold and in despair, Pal returned to the home of his grandfather's friend." (Paragraph 10)
 - C. "Tea burned his lips but aroused his courage. There had to be another way into the embassy, he thought, and he had to find it." (Paragraph 16)
 - D. "As he lay on the straw he dreamed of thousands of people frozen like icicles in the street." (Paragraph 26)
3. PART A: How does the author's account of refugees' experiences help us understand the journey to America as a refugee?
 - A. It emphasizes how difficult it was to enter the embassy and obtain papers to immigrate to America as a refugee.
 - B. It suggests that refugees needed a lot of money to afford to leave their country and make a new life in America.
 - C. It shows how embassy officials made it difficult for refugees to come to America on purpose because they didn't like immigrants.
 - D. It suggests that you needed special connections with people in the embassy to get to America.
4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "At the embassy the lines had grown. Would the quota be filled before he could even get in? He wondered." (Paragraph 12)
 - B. "Marines guarded the front doors all day. East of the building was a delivery area surrounded by a ten-foot railing." (Paragraph 17)
 - C. "Who is sponsoring you?" the secretary asked. He remembered that his grandfather had donated to the organization." (Paragraph 22)
 - D. "He led the boy to the stairs. 'Just walk through and say hello. Don't tell anyone else about it until you have your papers or they might lock the door.'" (Paragraph 29)

5. How do paragraphs 28-29 contribute to the development of ideas in the text?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, Pal had to overcome several obstacles to get his immigration papers. How would you describe his attitude? How did this contribute to his eventual success? Describe a time when you were determined to do something, as Pal was in the text.
2. How was Pal affected by the war in Hungary? What challenges do you think children displaced by war experience that adults do not?

Name: _____ Class: _____

Mother to Son

By Langston Hughes
1922

Langston Hughes (1902-1967) was an American poet, activist, novelist, and playwright. He is also considered one of the leaders of the Harlem Renaissance, which was the cultural, social, and artistic movement of black artists that took place in Harlem between the end of World War I and the mid-1930s. As you read, take notes on the metaphor and larger message presented in the text.

- [1] Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
[5] And boards torn up,
And places with no carpet on the floor —
Bare.
But all the time
I've been a-climbin' on,
[10] And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
[15] Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now —
For I've still goin', honey,
I've still climbin',
[20] And life for me ain't been no crystal stair.



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"Mother to Son" by Langston Hughes (1922) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. In the poem, whom is the speaker addressing and about what?
 - A. A mother is telling a story to her child about her own childhood.
 - B. A mother is describing for her son the climb up a crystal staircase.
 - C. A son is recounting a conversation with his mother about his struggle to earn a comfortable living.
 - D. A mother is warning her son about the difficulties of life and the struggle to persevere.

2. Which of the following best explains the significance of the staircase in the poem?
 - A. The narrator describes a tiring climb up a beat-up staircase, which represents her persistence through difficulties and challenges in life.
 - B. The narrator describes a crystal staircase, which symbolizes her goals and the hard work she has done to accomplish her dreams.
 - C. The narrator describes her climb up a dirty staircase that transforms into a crystal stair, which represents her ability to rise above difficulties.
 - D. The narrator describes herself going down a staircase that is falling apart, which represents her fleeing a difficult life.

3. PART A: Which of the following statements best describes a major theme of the poem?
 - A. Never forget your family.
 - B. Persevere when life isn't easy.
 - C. Hope is the answer to all challenges.
 - D. Respect your elders.

4. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "Well, son, I'll tell you: / Life for me ain't been no crystal stair." (Lines 1-2)
 - B. "It's had tacks in it, / And splinters, / And boards torn up, / And places with no carpet on the floor — / Bare." (Lines 3-7)
 - C. "I'se been a-climbin' on, / And reachin' landin's, / And turnin' corners" (Lines 9-11)
 - D. "So boy, don't you turn back. / Don't you set down on the steps / 'Cause you finds it's kinder hard. / Don't you fall now — / For I'se still goin', honey" (Lines 14-18)

5. How does the poem's use of language and free verse contribute to the author's purpose?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In your opinion, do all Americans have equal access to the American Dream? What are some of the factors that could make it easier or harder to achieve happiness in America? Why do you think Harlem Renaissance writers focused on the American Dream?
2. How do we achieve our goals or dreams? How does circumstance, status, and identity factor into this? In the context of this poem, how do people overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of this poem, what is the meaning of family? What do you think it means to be a parent, especially a mother? How do you relate to your parents or guardians when they are trying to give you advice? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Selecting Books for Your Child: Finding 'Just Right' Books

By: Kathleen Rogers

How can parents help their children find books that are not "too hard" and not "too easy" but instead are "just right"? Here's some advice.

Five finger rule

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or do not know.
4. If there are five or more words you did not know, you should choose an easier book.
5. Still think it may not be too difficult? Use the five finger rule on two more pages.

Choose a book that is a good fit for you!

Read two or three pages and ask yourself these questions:

Will it be an easy, fun book to read?

- Do I understand what I am reading?
- Do I know almost every word?
- When I read it aloud, can I read it smoothly?
- Do I think the topic will interest me?

If most of your answers were "yes", this will be an easy book to read independently by yourself.

Will this book be too hard for me?

- Are there five or more words on a page that I don't know, or am unsure of?
- Is this book confusing and hard to understand by myself?
- When I read it aloud, does it sound choppy and slow?

If most of your answers were "yes," this book is too hard. You should wait awhile before you read this book. Give the book another try later, or ask an adult to read the book to you.

Tips on reading with your child

- When they can't read the word, say...
- Can you sound it out?
- Fingertap it.
- Can you think of the word or movement that helps you remember that vowel sound?
- What is the first and last sound? What word would make sense?
- Does it have a pattern that you have seen in other words? (ex-an, ack)
- How does the word begin?
- You said _____. Does that make sense?
- What word would make sense that would start with these sounds?
- Put your finger under the word as you say it.

When they want to read a book that is too hard, say...

- Let's read it together.
- This is a book you will enjoy more if you save it until you are older — or later in the year.
- [Be honest!] When people read books that are too hard for them, they often skip important parts. You will have more fun with this book if you wait until you can read it easily.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

Home Reading Log

Student Information	
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Student Name		Grade Level	
School Name		Teacher	

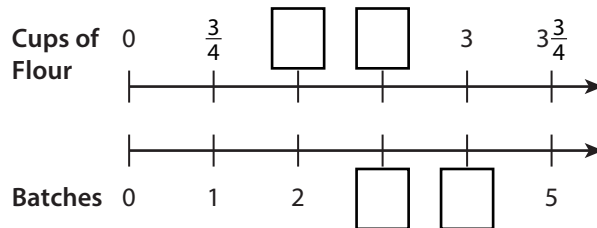
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[illegible]

Understanding Proportional Relationships

► Read and solve the problems. Show your work.

- 1 Josie is making pizza dough. Complete the double number line by filling in the missing values. Then write an equation that models the relationship between the total cups of flour, c , and number of batches, n . Show your work.



- 2 Lilli bought each of her friends a pair of colorful socks that cost \$5.50. Complete the table to show how much Lilli paid to buy different numbers of socks. Then write an equation that shows the total cost, c , for p pairs of socks.

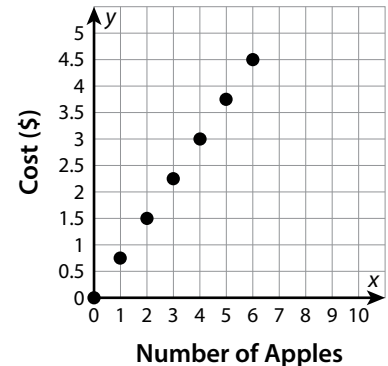
Cost		\$11.00			
Pairs of socks	1	2	3		

- 3 Explain how using a table is similar to using a double number line and how it is different.
- 4 Mrs. Lopez types at a constant rate. The constant of proportionality for the relationship between the number of words she types, w , and the number of minutes she types, m , is 38. Write an equation to show this relationship.

Interpreting Graphs of Proportional Relationships

- The graph shows the cost of apples at a local market. Use the graph to answer problems 1–3.

- 1 What is the cost of 1 apple and of 3 apples?
How do you know?

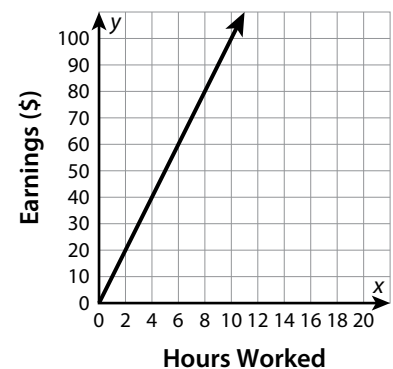


- 2 What does the point $(0, 0)$ represent in this context?

- 3 What does the point $(2, 1.5)$ represent in this context?

- The graph shows Manuela's earnings for the number of hours she spends tutoring. Use the graph to answer problems 4 and 5.

- 4 How much does Manuela earn for each hour of tutoring?
Explain.



- 5 Write an equation that shows the relationship between Manuela's earnings, y , and hours, x .

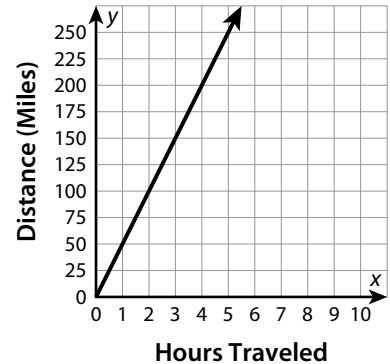
Interpreting Graphs of Proportional Relationships *continued*

- The graph shows the distance Jason's family traveled on a recent road trip. Use the graph to answer problems 6–8.

6 What is the constant of proportionality?
Explain how you know.

7 Identify and interpret one other point on the graph.

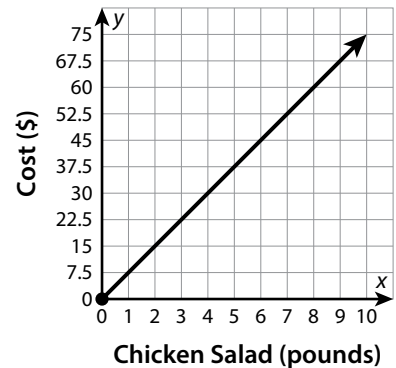
8 Write an equation that models the distance, d , traveled in t hours.



- The graph shows the cost per pound of chicken salad. Use the graph to answer problems 9 and 10.

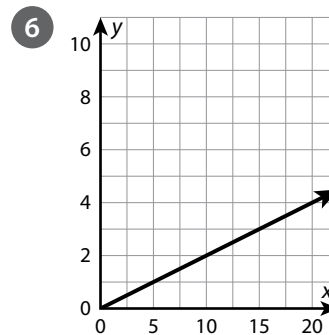
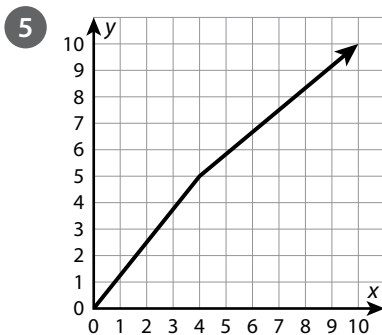
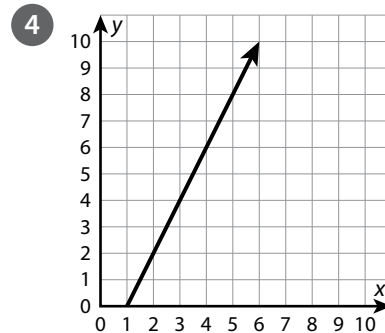
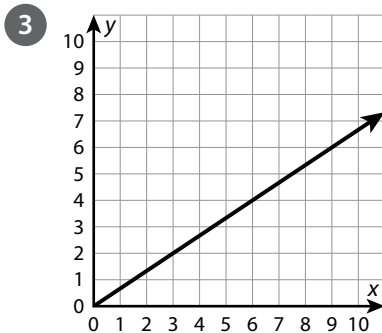
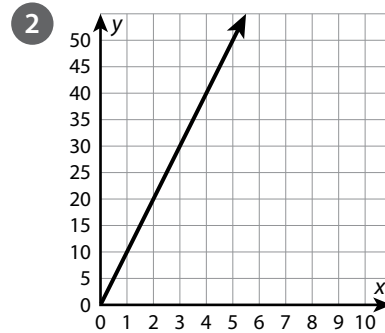
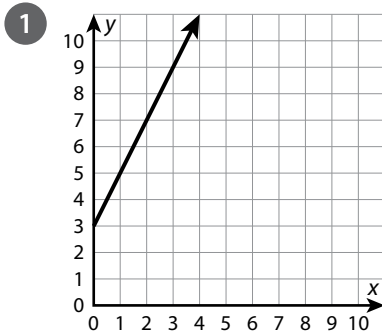
9 Randy claims that he can purchase 3.5 pounds of chicken salad for \$23.50. Is he correct? Explain.

10 Explain how you can determine how much chicken salad may be purchased for \$52.50.

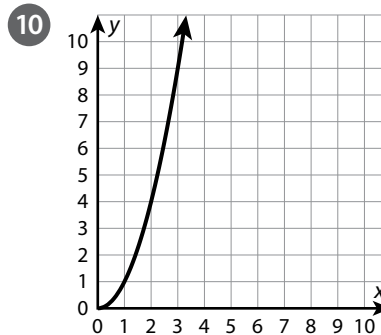
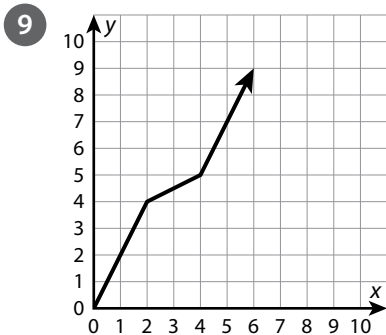
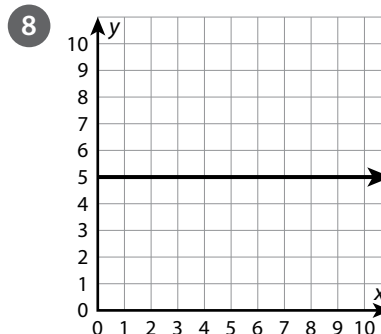
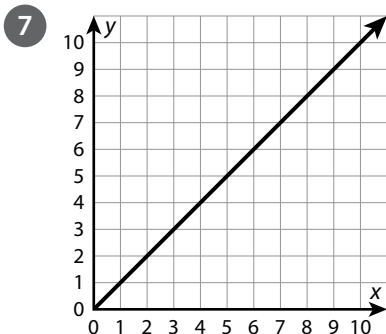


Recognizing Graphs of Proportional Relationships

- Circle all the problems with graphs that do NOT represent a proportional relationship. For the problems that are circled, explain why the graphs do not represent a proportional relationship.



Recognizing Graphs of Proportional Relationships *continued*



- 11 Without analyzing specific points on a graph, explain how you know whether a graph shows a proportional relationship.

Solving Multi-Step Ratio Problems

► **Solve each problem.**

- 1 At The Green House of Salad, you get a \$1 coupon for every 3 salads you buy. What is the least number of salads you could buy to get \$10 in coupons?
-

- 2 Kim orders catering from Midtown Diner for \$35. She spends \$5 on a large order of potato salad and the rest on turkey sandwiches. Each sandwich is \$2.50. How many sandwiches does Kim buy?
-

- 3 Molly and Liza are exercising. Molly does 10 push-ups at the same time as Liza does 15 push-ups. When Molly does 40 push-ups, how many push-ups does Liza do?
-

- 4 A shark swims at a speed of 25 miles per hour. The shark rests after 40 miles. How long, in minutes, does the shark swim before resting?
-

- 5 Ali and Janet are selling gifts at a local craft show. For every bar of soap that Ali sells, she earns \$5. For every mug that Janet sells, she earns twice as much as Ali. Ali sells 5 bars of soap, and Janet sells 7 mugs. How much money did they make altogether?
-

- 6 Ted is making trail mix for a party. He mixes $1\frac{1}{2}$ cups of nuts, $\frac{1}{4}$ cup of raisins, and $\frac{1}{4}$ cup of pretzels. How many cups of pretzels does Ted need to make 15 cups of trail mix?
-

- 7 The ratio of chaperones to students on a field trip is 2 : 7. There are 14 chaperones on the field trip. In all, how many chaperones and students are there?
-

- 8 Dayren is driving to visit family. She drives at an average of 65 miles per hour. She drives 227.5 miles before lunch and then 97.5 miles after lunch. How many hours did she spend driving?
-

Solving Problems Involving Multiple Percents

► **Solve each problem.**

- 1 A chair's regular price is \$349. It is on clearance for 30% off, and a customer uses a 15% off coupon after that. What is the final cost of the chair before sales tax?

- 2 A calculator is listed for \$110 and is on clearance for 35% off. Sales tax is 7%. What is the cost of the calculator?

- 3 Cara started working for \$9 per hour. She earns a 4% raise every year. What is her hourly wage after three years?

- 4 A factory manufactures a metal piece in 32 minutes. New technology allowed the factory to cut that time by 8%. Then another improvement cut the time by 5%. How long does it take to manufacture the piece now? Round your answer to the nearest minute.

- 5 An apartment costs \$875 per month to rent. The owner raises the price by 20% and then gives a discount of 8% to renters who sign an 18-month lease. How much less do renters who sign an 18-month lease pay per month to rent the apartment?

Solving Problems Involving Multiple Percents *continued*

- 6 Damon buys lumber worth \$562. He gets a 20% contractor's discount. The sales tax is 6%. His credit card gives him 2% off. How much does he pay?
- 7 Cindy is shopping for a television. The original price is \$612. Store A has the television on clearance for 30% off. Store B has it on clearance for 25% off, and Cindy has a 10% off coupon to use at Store B. At which store will she pay less? How much less?
- 8 John goes to a restaurant and has a bill of \$32.57. He uses a 10% off coupon on the cost of the meal. The tax is 8%. He leaves a tip of 18% on the amount before the coupon or tax is applied. How much does he spend?
- 9 Explain which situation will give you the best price: a discount of 15% and then 10% off that amount, a discount of 10% and then 15% off that amount, or a discount of 25%.

Solving Problems Involving Percent Change

- Find the percent change and tell whether it is a percent increase or a percent decrease.

1 Original amount: 20
End amount: 15

2 Original amount: 30
End amount: 45

3 Original amount: 625
End amount: 550

4 Original amount: 320
End amount: 112

5 Original amount: 165
End amount: 222.75

6 Original amount: 326
End amount: 423.80

7 Original amount: 27
End amount: 38.61

8 Original amount: 60
End amount: 70.02

9 How do you know when a situation involves a percent increase or a percent decrease?

Solving Problems Involving Percent Error

► Solve each problem. Round to the nearest hundredth of a percent if needed.

- 1 Mrs. Rowan allotted 30 minutes at the beginning of class for her students to complete an exam. The last student took 42 minutes to complete the exam. What is Mrs. Rowan's percent error?
-

- 2 Harper needs to mail an envelope. She weighs it at home as 10.4 ounces. When she gets to the post office, the clerk weighs it at 9.6 ounces. What is the percent error in the weight of the envelope?
-

- 3 An airline ticket states that the flight takes 2 hours and 45 minutes. The flight time is actually 2 hours and 54 minutes. What is the percent error in the flight time?
-

- 4 Luna buys a shirt that costs \$15.65. She gives the cashier \$20 and receives \$3.25 in change. What is the percent error in the amount of change she was given?
-

- 5 Judy thinks there will be 325 people at the county fair on Friday, while Atticus thinks there will be 600 people. On Friday, 452 people attend the fair. Who is closer in their estimate? What is the difference between the percent errors?
-

- 6 Sussex County received 43 inches of rainfall this year. The percent error in the local meteorologist's rainfall prediction was about 18.02%. What are two possible values for the meteorologist's prediction?
-

7.RP Perfect Purple Paint II

Task

Jessica gets her favorite shade of purple paint by mixing $\frac{1}{3}$ cup of blue paint with $\frac{1}{2}$ cup of red paint. How many cups of blue and red paint does Jessica need to make 20 cups of her favorite purple paint?



7.RP Perfect Purple Paint II
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7.RP Sale!

Task

Four different stores are having a sale. The signs below show the discounts available at each of the four stores.

Two for the price of one	Buy one and get 25% off the second
Buy two and get 50% off the second one	Three for the price of two

- Which of these four different offers gives the biggest price reduction? Explain your reasoning clearly.
- Which of these four different offers gives the smallest price reduction? Explain your reasoning clearly.



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7.RP Dueling Candidates

Task

Joel and Marisa are running for president at their middle school (grades 6-8). After the votes are in, Joel and Marisa are each convinced that they have won the election:

- Joel argues that he has won a larger percentage of the overall vote than Marisa so he should be the new president.
- Marisa argues that she has won a larger percentage than Joel of the 6th grade vote and the 7th grade vote. Since the majority of the grades voted for her, she should be the new president.

Is it possible that both Joel and Marisa are making accurate claims? Explain.



7.RP Dueling Candidates

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7.RP Track Practice

Task

Angel and Jayden were at track practice. The track is $\frac{2}{5}$ kilometers around.

- Angel ran 1 lap in 2 minutes.
 - Jayden ran 3 laps in 5 minutes.
- a. How many minutes does it take Angel to run one kilometer? What about Jayden?
- b. How far does Angel run in one minute? What about Jayden?
- c. Who is running faster? Explain your reasoning.



7.RP Track Practice
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Number Correct: _____

Part, Whole, or Percent—Round 1**Directions:** Find each missing value.

1.	1% of 100 is?	
2.	2% of 100 is?	
3.	3% of 100 is?	
4.	4% of 100 is?	
5.	5% of 100 is?	
6.	9% of 100 is?	
7.	10% of 100 is?	
8.	10% of 200 is?	
9.	10% of 300 is?	
10.	10% of 500 is?	
11.	10% of 550 is?	
12.	10% of 570 is?	
13.	10% of 470 is?	
14.	10% of 170 is?	
15.	10% of 70 is?	
16.	10% of 40 is?	
17.	10% of 20 is?	
18.	10% of 25 is?	
19.	10% of 35 is?	
20.	10% of 36 is?	
21.	10% of 37 is?	
22.	10% of 37.5 is?	

23.	10% of 22 is?	
24.	20% of 22 is?	
25.	30% of 22 is?	
26.	50% of 22 is?	
27.	25% of 22 is?	
28.	75% of 22 is?	
29.	80% of 22 is?	
30.	85% of 22 is?	
31.	90% of 22 is?	
32.	95% of 22 is?	
33.	5% of 22 is?	
34.	15% of 80 is?	
35.	15% of 60 is?	
36.	15% of 40 is?	
37.	30% of 40 is?	
38.	30% of 70 is?	
39.	30% of 60 is?	
40.	45% of 80 is?	
41.	45% of 120 is?	
42.	120% of 40 is?	
43.	120% of 50 is?	
44.	120% of 55 is?	

Number Correct: _____

Improvement: _____

Part, Whole, or Percent—Round 2**Directions:** Find each missing value.

1.	20% of 100 is?	
2.	21% of 100 is?	
3.	22% of 100 is?	
4.	23% of 100 is?	
5.	25% of 100 is?	
6.	25% of 200 is?	
7.	25% of 300 is?	
8.	25% of 400 is?	
9.	25% of 4000 is?	
10.	50% of 4000 is?	
11.	10% of 4000 is?	
12.	10% of 4700 is?	
13.	10% of 4600 is?	
14.	10% of 4630 is?	
15.	10% of 463 is?	
16.	10% of 46.3 is?	
17.	10% of 18 is?	
18.	10% of 24 is?	
19.	10% of 3.63 is?	
20.	10% of 0.336 is?	
21.	10% of 37 is?	
22.	10% of 37.5 is?	

23.	10% of 4 is?	
24.	20% of 4 is?	
25.	30% of 4 is?	
26.	50% of 4 is?	
27.	25% of 4 is?	
28.	75% of 4 is?	
29.	80% of 4 is?	
30.	85% of 4 is?	
31.	90% of 4 is?	
32.	95% of 4 is?	
33.	5% of 4 is?	
34.	15% of 40 is?	
35.	15% of 30 is?	
36.	15% of 20 is?	
37.	30% of 20 is?	
38.	30% of 50 is?	
39.	30% of 90 is?	
40.	45% of 90 is?	
41.	90% of 120 is?	
42.	125% of 40 is?	
43.	125% of 50 is?	
44.	120% of 60 is?	

Number Correct: _____

Percent More or Less—Round 1**Directions:** Find each missing value.

1.	100% of 10 is ___?	
2.	10% of 10 is ___?	
3.	10% more than 10 is ___?	
4.	11 is ___% more than 10?	
5.	11 is ___% of 10?	
6.	11 is 10% more than ___?	
7.	110% of 10 is ___?	
8.	10% less than 10 is ___?	
9.	9 is ___% less than 10?	
10.	9 is ___% of 10?	
11.	9 is 10% less than ___?	
12.	10% of 50 is ___?	
13.	10% more than 50 is ___?	
14.	55 is ___% of 50?	
15.	55 is ___% more than 50?	
16.	55 is 10% more than ___?	
17.	110% of 50 is ___?	
18.	10% less than 50 is ___?	
19.	45 is ___% of 50?	
20.	45 is ___% less than 50?	
21.	45 is 10% less than ___?	
22.	40 is ___% less than 50?	

23.	15% of 80 is ___?	
24.	15% more than 80 is ___?	
25.	What is 115% of 80?	
26.	92 is 115% of ___?	
27.	92 is ___% more than 80?	
28.	115% of 80 is ___?	
29.	What is 15% less than 80?	
30.	What % of 80 is 68?	
31.	What % less than 80 is 68?	
32.	What % less than 80 is 56?	
33.	What % of 80 is 56?	
34.	What is 20% more than 50?	
35.	What is 30% more than 50?	
36.	What is 140% of 50?	
37.	What % of 50 is 85?	
38.	What % more than 50 is 85?	
39.	What % less than 50 is 35?	
40.	What % of 50 is 35?	
41.	1 is what % of 50?	
42.	6 is what % of 50?	
43.	24% of 50 is?	
44.	24% more than 50 is?	

Number Correct: _____

Improvement: _____

Percent More or Less—Round 2

Directions: Find each missing value.

1.	100% of 20 is ___?	
2.	10% of 20 is ___?	
3.	10% more than 20 is ___?	
4.	22 is ___ % more than 20?	
5.	22 is ___% of 20?	
6.	22 is 10% more than ___ ?	
7.	110% of 20 is ___?	
8.	10% less than 20 is ___?	
9.	18 is ___% less than 20?	
10.	18 is ___% of 20?	
11.	18 is 10% less than ___?	
12.	10% of 200 is ___?	
13.	10% more than 200 is ___?	
14.	220 is ___% of 200?	
15.	220 is ___% more than 200?	
16.	220 is 10% more than ___?	
17.	110% of 200 is ___?	
18.	10% less than 200 is ___?	
19.	180 is ___% of 200?	
20.	180 is ___% less than 200?	
21.	180 is 10% less than ___?	
22.	160 is ___% less than 200?	

23.	15% of 60 is ___?	
24.	15% more than 60 is ___?	
25.	What is 115% of 60?	
26.	69 is 115% of ___?	
27.	69 is ___% more than 60?	
28.	115% of 60 is ___?	
29.	What is 15% less than 60?	
30.	What % of 60 is 51?	
31.	What % less than 60 is 51?	
32.	What % less than 60 is 42?	
33.	What % of 60 is 42?	
34.	What is 20% more than 80?	
35.	What is 30% more than 80?	
36.	What is 140% of 80?	
37.	What % of 80 is 104?	
38.	What % more than 80 is 104?	
39.	What % less than 80 is 56?	
40.	What % of 80 is 56?	
41.	1 is what % of 200?	
42.	6 is what % of 200?	
43.	24% of 200 is?	
44.	24% more than 200 is?	

Number Correct: _____

Fractional Percents—Round 1

Directions: Find the part that corresponds with each percent.

1.	1% of 100	
2.	1% of 200	
3.	1% of 400	
4.	1% of 800	
5.	1% of 1,600	
6.	1% of 3,200	
7.	1% of 5,000	
8.	1% of 10,000	
9.	1% of 20,000	
10.	1% of 40,000	
11.	1% of 80,000	
12.	$\frac{1}{2}$ % of 100	
13.	$\frac{1}{2}$ % of 200	
14.	$\frac{1}{2}$ % of 400	
15.	$\frac{1}{2}$ % of 800	
16.	$\frac{1}{2}$ % of 1,600	
17.	$\frac{1}{2}$ % of 3,200	
18.	$\frac{1}{2}$ % of 5,000	
19.	$\frac{1}{2}$ % of 10,000	
20.	$\frac{1}{2}$ % of 20,000	
21.	$\frac{1}{2}$ % of 40,000	
22.	$\frac{1}{2}$ % of 80,000	

23.	$\frac{1}{4}$ % of 100	
24.	$\frac{1}{4}$ % of 200	
25.	$\frac{1}{4}$ % of 400	
26.	$\frac{1}{4}$ % of 800	
27.	$\frac{1}{4}$ % of 1,600	
28.	$\frac{1}{4}$ % of 3,200	
29.	$\frac{1}{4}$ % of 5,000	
30.	$\frac{1}{4}$ % of 10,000	
31.	$\frac{1}{4}$ % of 20,000	
32.	$\frac{1}{4}$ % of 40,000	
33.	$\frac{1}{4}$ % of 80,000	
34.	1% of 1,000	
35.	$\frac{1}{2}$ % of 1,000	
36.	$\frac{1}{4}$ % of 1,000	
37.	1% of 4,000	
38.	$\frac{1}{2}$ % of 4,000	
39.	$\frac{1}{4}$ % of 4,000	
40.	1% of 2,000	
41.	$\frac{1}{2}$ % of 2,000	
42.	$\frac{1}{4}$ % of 2,000	
43.	$\frac{1}{2}$ % of 6,000	
44.	$\frac{1}{4}$ % of 6,000	

Number Correct: _____

Improvement: _____

Fractional Percents—Round 2

Directions: Find the part that corresponds with each percent.

1.	10% of 30	
2.	10% of 60	
3.	10% of 90	
4.	10% of 120	
5.	10% of 150	
6.	10% of 180	
7.	10% of 210	
8.	20% of 30	
9.	20% of 60	
10.	20% of 90	
11.	20% of 120	
12.	5% of 50	
13.	5% of 100	
14.	5% of 200	
15.	5% of 400	
16.	5% of 800	
17.	5% of 1,600	
18.	5% of 3,200	
19.	5% of 6,400	
20.	5% of 600	
21.	10% of 600	
22.	20% of 600	

23.	$10\frac{1}{2}\%$ of 100	
24.	$10\frac{1}{2}\%$ of 200	
25.	$10\frac{1}{2}\%$ of 400	
26.	$10\frac{1}{2}\%$ of 800	
27.	$10\frac{1}{2}\%$ of 1,600	
28.	$10\frac{1}{2}\%$ of 3,200	
29.	$10\frac{1}{2}\%$ of 6,400	
30.	$10\frac{1}{4}\%$ of 400	
31.	$10\frac{1}{4}\%$ of 800	
32.	$10\frac{1}{4}\%$ of 1,600	
33.	$10\frac{1}{4}\%$ of 3,200	
34.	10% of 1,000	
35.	$10\frac{1}{2}\%$ of 1,000	
36.	$10\frac{1}{4}\%$ of 1,000	
37.	10% of 2,000	
38.	$10\frac{1}{2}\%$ of 2,000	
39.	$10\frac{1}{4}\%$ of 2,000	
40.	10% of 4,000	
41.	$10\frac{1}{2}\%$ of 4,000	
42.	$10\frac{1}{4}\%$ of 4,000	
43.	10% of 5,000	
44.	$10\frac{1}{2}\%$ of 5,000	