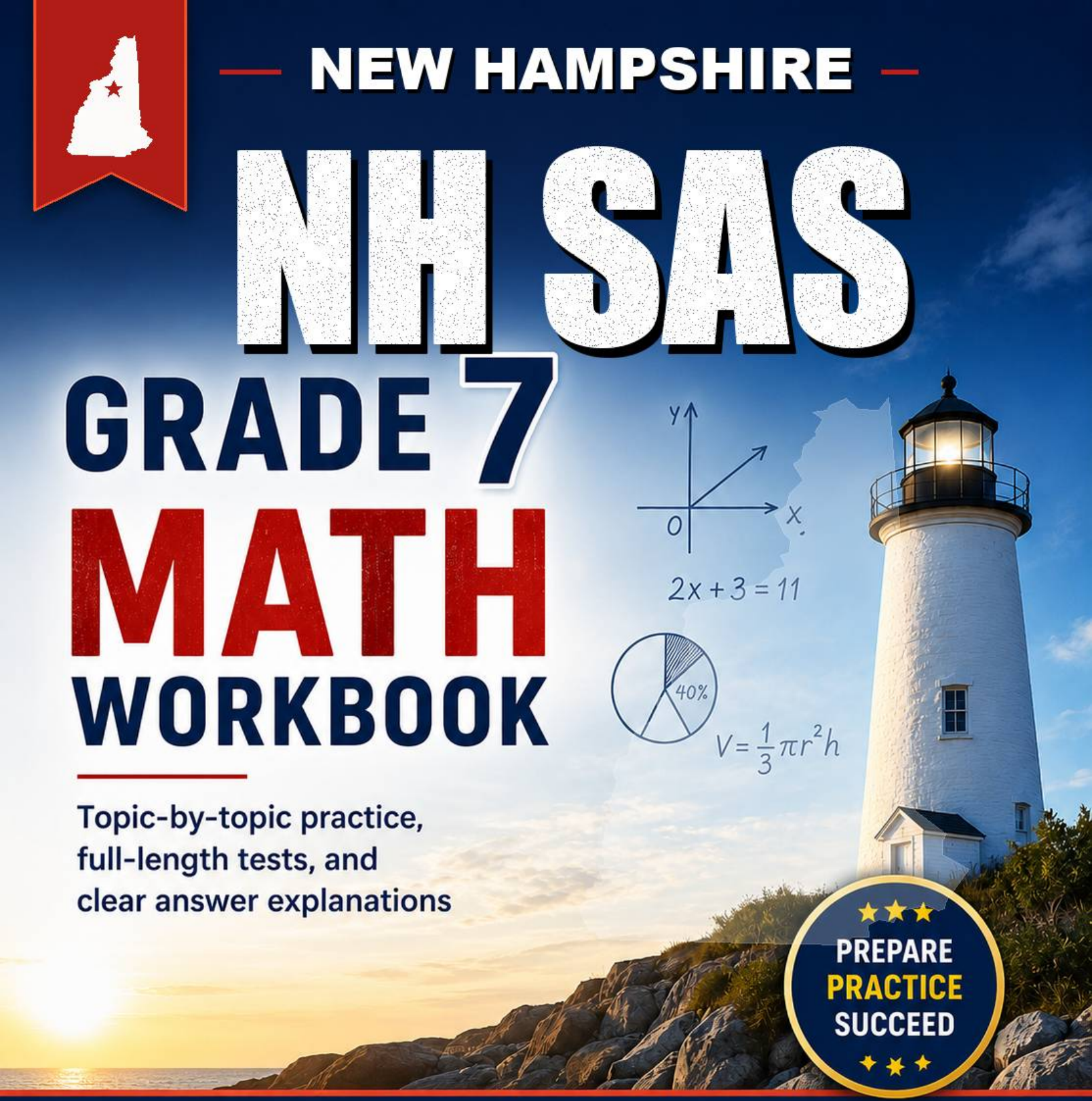
NEW HAMPSHIRE

NH SAS

GRADE 7 MATH WORKBOOK



Topic-by-topic practice, full-length tests, and clear answer explanations

PREPARE PRACTICE SUCCEED

TOPIC-BY-TOPIC PRACTICE
Build skills and strengthen concepts

FULL-LENGTH TESTS
Realistic practice to build confidence

CLEAR ANSWER EXPLANATIONS
Understand every step and improve

NH Statewide Assessment System

New Hampshire NH SAS

Grade 7

Math Workbook

Topic-by-topic practice, full-length tests, and clear answer explanations

7

Built for steady Grade 7 progress

Integers, ratios, percents, expressions, geometry, statistics, and probability

80 Topic Worksheets

2 Full-Length Tests

Answer Explanations



Reza Nazari

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7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats

7.RP | Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve problems

7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units
7.RP.A.2	Recognize and represent proportional relationships between quantities
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems
7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
7.RP.A.2c	Represent proportional relationships by equations

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7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate

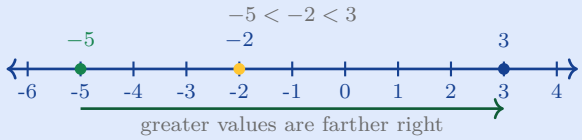
7.SP | Statistics and Probability

Use random sampling to draw inferences and develop probability models

7.SP.A	Use random sampling to draw inferences about a population
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions
7.SP.B	Draw informal comparative inferences about two populations
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations
7.SP.C	Investigate chance processes and develop, use, and evaluate probability models
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event

7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events

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Examples

① Compare -7 and -3. Write $<$, $>$, or $=$.

Think It Through: Put both numbers on a number line in your mind. The number -3 is closer to zero, so it sits to the right of -7. Numbers to the right are greater, and numbers to the left are smaller. Therefore $-7 < -3$.

Answer: $-7 < -3$

② Order from **least to greatest**: $4,\ -9,\ 2,\ -1,\ -6$.

Think It Through: Imagine placing all five integers on a number line. The farthest left is -9, then comes -6, then -1. After the negatives come the positives: 2 and then 4. Reading from left to right gives the order from least to greatest.

Answer: $-9 < -6 < -1 < 2 < 4$

Practice Problems

Write $<$, $>$, or $=$ in each box to make the statement true.

1. $-5 \square -2$ _____

2. $-8 \square -11$ _____

3. $7 \square -7$ _____

4. $-4 \square 0$ _____

5. $-15 \square -15$ _____

6. $-1 \square -100$ _____

7. $-9 \square 3$ _____

8. $|-6| \square 6$ _____

9. $-|-4| \square -4$ _____

10. $|-10| \square |-12|$ _____

11. $-20 \square -19$ _____

12. $0 \square -1$ _____

13. $-(-3) \square -3$ _____

14. $-|7| \square -7$ _____

15. $-25 \square -52$ _____

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Study Tips

- Among two negative integers, the one with the **smaller absolute value** is **greater**: $-3 > -10$ because $3 < 10$.
- Any positive integer is always greater than any negative integer: $1 > -1{,}000{,}000$.
- When ordering a mixed set, negatives always come before zero, and zero comes before all positives.

Word Problems

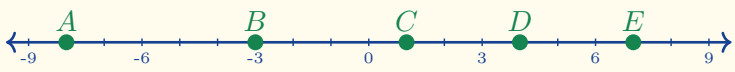
16. Five students competed in a math quiz bowl where correct answers earn points and incorrect answers lose points. Their final net scores were: -16, 8, -4, -21, and 5. Order the scores from *lowest to highest* and identify the student with the best score and the student with the worst score. Then find the range of scores (highest minus lowest).

_____

17. Four ocean animals are recorded at the following depths below the surface: a shark at -85 feet, a jellyfish at -12 feet, a sperm whale at -210 feet, and a yellowfin tuna at -47 feet. Order the animals from *shallowest* to *deepest* depth. How much deeper is the sperm whale than the shark?

_____

18. Five points are plotted on the number line shown here. Identify the integer at each point, then list the points in order from least to greatest. Which point has the greatest absolute value?



_____

1.4 Adding Integers

7.NS.A.1

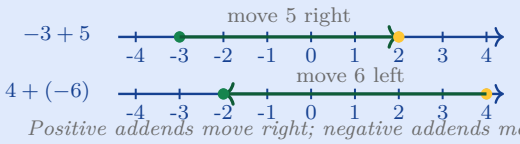
Think of adding integers as combining movements on a number line—or combining gains and losses in everyday life. Here is the key: when both numbers share the same sign, they move in the same direction, so you add the absolute values and keep that sign. When the signs are different, the numbers pull in opposite directions; you subtract the smaller absolute value from the larger one and keep the sign of whichever was stronger. You will also meet **zero pairs** (additive inverses), which show why a positive and its matching negative cancel out completely. Master these two rules and integer addition will feel natural every time.

Key Concepts & Quick Review

Same signs: Add the absolute values; keep the common sign. **Example:** $(-5)+(-8)=-(5+8)=-13$

Different signs: Subtract the smaller $|\cdot|$ from the larger; keep the sign of the larger $|\cdot|$.
Example: $(-9)+4=-(9-4)=-5$

Additive inverse: $a+(-a)=0$ **Identity:** $a+0=a$



Positive addends move right; negative addends move left.

Examples

① Evaluate $(-13)+7$.

Think It Through: The signs are different, so subtract the smaller absolute value from the larger one. That gives $13-7=6$. Now decide the sign by looking at which number has the larger absolute value. Since 13 is larger than 7, the negative number wins. So the sum is -6.

Answer: -6

② A hiker starts at 240 feet above sea level, descends 380 feet, then climbs back up 95 feet. What is the hiker's final elevation?

Think It Through: Translate the changes into integers: $240+(-380)+95$. First combine 240 and -380. Because the signs are different, subtract $380-240=140$ and keep

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