

Memorial Junior High School Remote Learning Assignment Board

Week 4: April 6th to April 9th

Grade Level: 6

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.

Teachers you can contact for Support

Ms. Anthony (Special Education) – kanthony@d158.net

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Mrs. Alexa (Character Education) – salexa@d158.net

Mrs. Kooy (Enrichment) – vkooy@d158.net

Mrs. Vance (RtI Reading) – dvance2@d158.net

Mr. Becker (Music) – mbecker@d158.net

Mr. Luming (Social Worker) – sluming@d158.net

Mrs. Patel (ESL) - tpatel@d158.net

Math
(MAKE SURE TO SHOW ALL OF YOUR WORK)

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <p>Complete IXL Level H /grade 6 J6 with 85% accuracy</p> <p>Ms. Anthony's Math Class Divide and solve. 52÷7 42 ÷5 39 ÷6 38 ÷4 75 ÷8</p> <p>Create 10 more problems of your own. Do not use 1's or 2's. 3's and above. There is a multiplication and division chart you are able to use as a tool if needed.</p>	<p align="center"><u>Activity</u></p> <p>Pick your favorite recipe with at least 5 ingredients and at least 4 fractions in the ingredient list.</p> <ol style="list-style-type: none"> Double all the ingredients Cut all the ingredients in half. <p>Ms. Anthony's Math Class Choose your favorite recipe with at least 5 ingredients. Write down the ingredients for the recipe. Double the ingredients.</p>	<p align="center"><u>Activity</u></p> <p>You want to make the dish that you picked out yesterday for a group of 20 people. How much of each ingredient will you need to use?</p> <p>Ms. Anthony's Math Class Choose your favorite recipe with at least 5 ingredients. Write down the ingredients for the recipe. Cut or divide them in half ingredients.</p>	<p align="center"><u>Activity</u></p> <p>Calculate the cost of the ingredients from the activity on April 8th for 20 people.</p> <p>Ms. Anthony's Math Class</p> <p>IXL Level D X.3-X.7</p> <p>70% or higher scoring OR Complete the above assignment for 10 people from the activity from yesterday.</p>	<p align="center"><u>Activity</u></p> <p align="center">No School</p> <p align="center">Start of Spring Break</p>

Reading
(Students should be reading 20 minutes a day)

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <p>Read Chapter 3 Island of Secrets story.</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character? What struggle/conflict does the character face? What prediction can be made about the text?</p>	<p align="center"><u>Activity</u></p> <p>In your own words: What happened in the passage you read yesterday. Summarize the story events.</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character?</p>	<p align="center"><u>Activity</u></p> <p>What would you do? Would you take the box of riches and leave, or explore the island for more? Why? Have you ever had to make an important decision like Bess and Guff? Explain.</p> <p>Read AR Book Answer the following questions...</p>	<p align="center"><u>Activity</u></p> <p>Is it good or bad to want more wealth like Guff and Bess? Explain your viewpoints. What do you think will happen next to the two adventurers in the story?</p> <p>Read AR Book IXL F.2 Analyzing Literature 90% or better</p>	<p align="center"><u>Activity</u></p> <p align="center">No School</p> <p align="center">Start of Spring Break</p>

<p>Can you connect to any character? If so how</p> <p>Mrs. Mann, same as above.</p> <p><u>READING ACTIVITY</u> Scholastic Learn at Home website https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 1 Read the “Celebrating Differences” article</p>	<p>What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p> <p>Mrs. Mann, same as above.</p> <p><u>READING ACTIVITY</u> Scholastic Learn at Home website https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 2 Read the “Robot Dog vs Real Dog” article and answer questions</p>	<p>Who’s the main character? What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p> <p>Mrs. Mann, same as above.</p> <p><u>READING ACTIVITY</u> Scholastic Learn at Home website https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 3 Read the “Girl Hero of the American Revolution” article and answer questions/take quiz</p>	<p>Mrs. Mann, same assignment, but IXL is 80% or better.</p> <p><u>READING ACTIVITY</u> Scholastic Learn at Home website https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 4 Read the “Extreme Candy” article and answer questions</p>	<p>Optional</p> <p><u>READING ACTIVITY</u> Scholastic Learn at Home website https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 5 Read the “Escape from Alcatraz” article</p>
Language Arts / Writing				
April 6th	April 7th	April 8th	April 9th	April 10th
<p style="text-align: center;"><u>Activity</u></p> <p>Vocabulary- Define each of the following words. These words will be used for Thursdays Vocab assignment.</p> <ol style="list-style-type: none"> 1. Interpret 2. Perceive 3. Orient 4. Definite 5. Capacity 	<p style="text-align: center;"><u>Activity</u></p> <p>Use the following adverbs in a sentence.</p> <ol style="list-style-type: none"> 1. Frequently 2. Viciously 3. Smaller 4. Carefully 5. Everywhere 6. Yesterday 7. Never 8. Very 9. Really 10. Bravely 	<p style="text-align: center;"><u>Activity</u></p> <p>Write 1-2 paragraphs</p> <p>If you were in charge of the whole world, what would you do to make the world a happier place? List 3 or more ideas you have to make the world better. Glve details and be specific.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Use your vocabulary words to write a short, 1-page story. Underline the vocabulary words. Include a title and cover picture for your story.</p> <p>IXL F.2 Analyzing Literature 90% or better</p>	<p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;"><i>No School Start of Spring Break</i></p>

<p>Mrs. Mann, same as above.</p> <p>Writing Activity: Covid-19 Daily Journal</p>	<p>Mrs. Mann- Pick 5 adverbs and put them in a sentence.</p> <p>Writing Activity: Covid-19 Daily Journal</p>	<p>Mrs. Mann, same as above.</p> <p>Writing Activity: Covid-19 Daily Journal</p>	<p>Mrs. Mann- use vocabulary words to write a 2 paragraph story (each paragraph should have 4-5 sentences).</p> <p>Writing Activity: Covid-19 Daily Journal</p>	
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Science

<i>April 6th</i>	<i>April 7th</i>	<i>April 8th</i>	<i>April 9th</i>	<i>April 10th</i>
<p align="center"><u>Activity</u></p> <p>Vocabulary: For the following words. Write the word. Write the definition. Write a sentence using your own words. Draw a picture.</p> <p align="center">Matter Mass Volume Density</p> <p align="center">Ms. Anthony's Science Same as above.</p>	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Obtain 2 cups of equal size. Fill one with water. Lift both glasses and compare the mass. Answer in complete sentences: Are both glasses full? Why or why not? <p align="center">Ms. Anthony's Science Write the definition and use word in a sentence. Precipitation Humidity Solar energy Atmosphere evaporate</p>	<p align="center"><u>Activity</u></p> <p>Materials: glass or cup, one small object (a small rubber ball for example), flat pan.</p> <ol style="list-style-type: none"> Fill cup to the brim with water. Place cup on the flat pan. Place the first small object in the glass of water. Answer in complete sentences: What happened to the water? Why did it happen? <p align="center">Ms. Anthony's Science Class Watch video on Youtube on Bill Nye seasons. https://www.youtube.com/watch?v=a9z-aGB3atg Write 5-7 facts about the video.</p>	<p align="center"><u>Activity</u></p> <p>Watch Bill Nye the Science Guy "States of Matter" on Youtube.com</p> <p>Write 10 interesting facts.</p> <p align="center">Ms. Anthony's Science Class Write down this upcoming week's weather forecast.</p>	<p align="center"><u>Activity</u></p> <p align="center">No School Start of Spring Break</p>

Social Studies

April 6th	April 7th	April 8th	April 9th	April 10th
<p><u>Activity</u></p> <p>Look back at the Oracle Bone questions you created back on 4/2. Next, on that same sheet of questions, write down the 3 answers to those questions.</p> <p>Mrs. Mann, same as above.</p>	<p><u>Activity</u></p> <p>On your own sheet of paper, draw and color an oracle bones showing the question, cracks, and answer.</p> <p>Mrs. Mann, same as above.</p>	<p><u>Activity</u></p> <p>On your own sheet of paper, write a short summary of the steps it takes to create an oracle bone from start to finish</p> <p>Mrs. Mann, same as above.</p>	<p><u>Activity</u></p> <p>Watch a 30-minute segment of the news on TV (any channel you want). On your own sheet of paper, write down 3 major events that are taking place in the Chicago area or around the world.</p> <p>Mrs. Mann, same as above.</p>	<p><u>Activity</u></p> <p>No School Start of Spring Break</p>
Encore				
April 6th	April 7th	April 8th	April 9th	April 10th
<p><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>Louis Braille wanted to make reading easier for other blind people, so he created a code of raised dots. Write a message to one of your friends whom you haven't seen for a while. http://www.brailleauthority.org/learn/braillebasic.pdf</p>	<p><u>Music Activity</u></p> <p>Create a PowerPoint with each slide describing the event from your life. In the same slide, provide a link to listen to the song that goes with the event you have listed. If you do not have access to PowerPoint, create a picture book with the song title and why it is significant in your life.</p> <p><u>STEM Activity</u></p> <p>Design a town square for the heart of a healthy community. Draw a picture of it. List 10 features that make a community healthy and strong.</p>	<p><u>Art Activity</u></p> <p>Draw a new kind of insect or reptile.</p> <p><u>Technology Activity</u></p> <p>What is the Internet? Use Google to find a definition of the Internet.</p>	<p><u>Character Ed Activity</u></p> <p>Define respect. List 3 ways you can show respect to your classmates. List 3 ways you can show respect to your teacher. Explain one area in which you want to try to improve regarding respect to others.</p> <p><u>Spanish Activity</u></p> <p>Write the following vowels on paper in a column: a e i o u. Write these English words next to the vowels as follows: A – father E –weight I – pizza O – go</p>	<p><u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i></p> <p>No School Start of Spring Break</p> <p>Optional <u>Spanish Challenge Activity</u> Pronounce these words in English, then say the short word fragments with the same vowel sound as the English words. Father - ata, aba Weight – eme, efe Pizza – mimi, sisi Go – nono, popo Luke – ulu, kuku</p>

			U – Luke Underline the English vowel in the word that is the same as the Spanish vowel next to it.	
PE/Health				
April 6th	April 7th	April 8th	April 9th	April 10th
<u>Activity</u> 35 Jumping Jacks 25 Situps 20 Mountain Climbers 20 Side-to-Side Jumps Or Take a 15-minute walk on your block <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	<u>Activity</u> 15 High Knees 30 Second Plank 20 Burpees 12 Pushups Or Take a 15-minute walk on your block <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	<u>Activity</u> 20 High Knees 40 Second Plank Jog in Place for 30 seconds Or Take a 15-minute walk on your block <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	<u>Activity</u> Choose one workout video from this channel’s selection and perform the whole workout https://www.youtube.com/ user/SuperMoejones/video <u>s</u> Or Take a 15-minute walk on your block <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	<u>Activity</u> No School Start of Spring Break

Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Typing.com	Typing.com	Students or Parents can create an account	Learn typing for free!
Art for Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	https://www.tumblebooklibrary.com/Home.aspx?categoryID=77	Free Trial	Selection of books to read and complete AR Tests

How to access Tumble Books

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on tumble books library
5. Click the top left corner and a drop down menu will be displayed.

Recommendations:

1. Middle school students, click ebooks

2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

OR

1. Click on ebooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

OR

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you’ve read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?

- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Fiction/Nonfiction

Setting:

What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc. In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

Characterization:

Who is/are the main character(s)?

Who or what is the protagonist/antagonist?

In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?

Does the characters change or remain the same (static/dynamic characters)?

Conflict:

What is the conflict in the story (internal/external)?

If it is an external conflict, identify the type of external conflict and between which characters?

Examples: man v man, man v nature, man v society, man v. technology, man v animal

Climax:

When does the climax take place? (the most intense part of the story)

Resolution:

How does the story end? In what was is the conflict ultimately resolved?

Point of View (POV):

Who is telling the story? Through whose eyes is the story being told?

Nonfiction:

How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast

Analyze the text features. What information does the text features provide to help you understand the text/story? Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.

What connections can you make between this text? Text-to-text, text-to-self, text-to-world?

What did the author want to accomplish by writing this text?

chapter

3



Island of Secrets: The Motivation of Greed

At the first sight of sunlight spilling over the yellow sand of the island's beachfront, Guff had an ancient metal key in hand and was sticking it into the lock of a wooden box held by Bess. Each amateur adventurer was amazed that the little container had been rescued after their vessel was destroyed. Yet, Guff reasoned that it was made of wood, after all, and probably floated to the shore quite easily.

With a flick of the key, and a dull click, the lid of the modest box flipped open—revealing a handwritten note, a map, gold coins, and colorful jewels.

“We are rich!” exclaimed Bess with a jubilant shout.

“I’d say,” replied Guff. But, he was more interested in the paper contents of the small chest. So, he set the box down in the sand and let Bess marvel over the coinage and precious stones as he read the included note aloud.

“It says,” started Guff with a clearing of his throat, “Welcome

to my island paradise. You are brave travelers to have made it this far. So, perhaps you are willing to go a bit farther. You obviously were intrigued enough by my letter that accompanied this wooden coffer, promising great riches if you waited to open it until setting foot on my island. I have included a taste of such treasures in order to whet your appetite. This alone is a small fortune. However, there is much more to be had at my compound in the island center.”

“There’s more?” asked Bess.

“Hush woman!” barked Guff as he flipped the note over to the other side. Bess snatched the parchment out of Guff’s hands and continued the reading.

“You have two choices. You can keep this offering and leave my island, never to return. Or, you can use the treasure map I have provided. Follow it closely and you will be richer than you could ever dream to be. Make a mistake and you will perish.”

Guff and Bess gave each other worried glances. They were both breathing heavily and looking around in multiple directions—as though someone were spying on them from afar.

After reading the note several more times, Guff said simply, “What should we do?”

Bess shrugged and kissed her guy on his dirty forehead. “I’m not sure. These trinkets will be enough for us to live well for many years, but maybe not the rest of our lives.”

Guff sighed and nodded. Then, he gazed toward the jungle and carefully examined the map. “It looks to be a ten mile hike into the bramble to reach the island’s interior. I think we can do this. But, it won’t be easy.”

“That’s for sure,” agreed Bess. “Afterward, we’ll have to come back and build a new canoe in order to leave this place.”

...to be continued.

COVID-19 Journal Instructions

You will be keeping a daily journal of what it's like being alive at this pivotal time in history.

Why? These journal entries could go on to be primary sources later! Think about all the teenage journals/writing that have shed light on important eras in history: Anne Frank, Malala Yousafzai, Ishmael Beah, etc.. Plus, you will definitely want these later when you're older and our world goes back to normal.

How? Write **four** journal entries from life in social isolation. They can be four days in a row, they can be spaced out, they can be weekdays or weekends, but they need to be on four different days because, as you've seen, things can change a lot in 24 hours!

Include things like:

- How you're feeling—take this time to really check in with yourself. Are you scared? Anxious? Calm? Restless? Motivated by a new adventure? Are you wrestling with several feelings at once?
- How you and your family are spending your time on a daily basis. Don't feel pressured to share more than you want, but with what you do share, be specific! What you may think as boring or inconsequential might be a super interesting detail later.
- Any changes you're noticing in yourself or the world around you. It's a good idea to look back at earlier journal entries before writing a new one and compare outlooks. What's different since you last checked in?

Remember, good memoir writers:

- **SHOW instead of TELL.** Don't tell us "I'm really, really, really bored"-- show us "I've dusted every surface in my room, cleaned my windows, and trimmed my dog's eyebrows. Twice."
- **Avoid cliches** (or overused expressions) **in their writing.**
- **Let their personality shine in their writing.** This includes interjections, honest thoughts, sarcasm, humor, opinions, the works. Unlike with formal academic writing such as research papers, now's the time to let loose with your creativity and personality!
- **Talk a lot about their inner landscape (thoughts and feelings) and their reactions to situations.** It's not all "this happened, then this happened," but more "this happened—here's what I think about it, here's how my sister reacted, here's how I'm processing it."
- **Use physical description to communicate emotion.** Show us **Mom's raised eyebrows** when you tell her you burned the banana bread after she warned you three times to check on it. Show us **Grandma's furrowed brow** while she's concentrating to figure out how to use FaceTime. Show us **pressure building up in your throat** instead of feeling like you're about to cry. A phrase I've heard writers ask themselves is, "Where do I feel this thought/feeling in my body?"
- **Think about their audience while they're writing.** Right now I'm your audience, but while you're writing, think about what you'd want someone years from now to understand about this time. That can help guide your writing to be more informative.

COVID-19 Journal Template

Date:
Days in quarantine:
Time:
(Write here)

Multiplication Tables

1x1= 1
2x1= 2
3x1= 3
4x1= 4
5x1= 5
6x1= 6
7x1= 7
8x1= 8
9x1= 9
10x1=10
11x1=11
12x1=12

1x2= 2
2x2= 4
3x2= 6
4x2= 8
5x2=10
6x2=12
7x2=14
8x2=16
9x2=18
10x2=20
11x2=22
12x2=24

1x3= 3
2x3= 6
3x3= 9
4x3=12
5x3=15
6x3=18
7x3=21
8x3=24
9x3=27
10x3=30
11x3=33
12x3=36

1x4= 4
2x4= 8
3x4=12
4x4=16
5x4=20
6x4=24
7x4=28
8x4=32
9x4=36
10x4=40
11x4=44
12x4=48

1x5= 5
2x5=10
3x5=15
4x5=20
5x5=25
6x5=30
7x5=35
8x5=40
9x5=45
10x5=50
11x5=55
12x5=60

1x6= 6
2x6=12
3x6=18
4x6=24
5x6=30
6x6=36
7x6=42
8x6=48
9x6=54
10x6=60
11x6=66
12x6=72

1x7= 7
2x7=14
3x7=21
4x7=28
5x7=35
6x7=42
7x7=49
8x7=56
9x7=63
10x7=70
11x7=77
12x7=84

1x8= 8
2x8=16
3x8=24
4x8=32
5x8=40
6x8=48
7x8=56
8x8=64
9x8=72
10x8=80
11x8=88
12x8=96

1x9= 9
2x9= 18
3x9= 27
4x9= 36
5x9= 45
6x9= 54
7x9= 63
8x9= 72
9x9= 81
10x9= 90
11x9= 99
12x9=108


1x10= 10
2x10= 20
3x10= 30
4x10= 40
5x10= 50
6x10= 60
7x10= 70
8x10= 80
9x10= 90
10x10=100
11x10=110
12x10=120

1x11= 11
2x11= 22
3x11= 33
4x11= 44
5x11= 55
6x11= 66
7x11= 77
8x11= 88
9x11= 99
10x11=110
11x11=121
12x11=132

1x12= 12
2x12= 24
3x12= 36
4x12= 48
5x12= 60
6x12= 72
7x12= 84
8x12= 96
9x12=108
10x12=120
11x12=132
12x12=144

Multiplication Chart

1-15 Times Tables

 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15															
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

Division Table

÷ 1		
1	÷	1 = 1
2	÷	1 = 2
3	÷	1 = 3
4	÷	1 = 4
5	÷	1 = 5
6	÷	1 = 6
7	÷	1 = 7
8	÷	1 = 8
9	÷	1 = 9
10	÷	1 = 10
11	÷	1 = 11
12	÷	1 = 12

÷ 2		
2	÷	2 = 1
4	÷	2 = 2
6	÷	2 = 3
8	÷	2 = 4
10	÷	2 = 5
12	÷	2 = 6
14	÷	2 = 7
16	÷	2 = 8
18	÷	2 = 9
20	÷	2 = 10
22	÷	2 = 11
24	÷	2 = 12

÷ 3		
3	÷	3 = 1
6	÷	3 = 2
9	÷	3 = 3
12	÷	3 = 4
15	÷	3 = 5
18	÷	3 = 6
21	÷	3 = 7
24	÷	3 = 8
27	÷	3 = 9
30	÷	3 = 10
33	÷	3 = 11
36	÷	3 = 12

÷ 4		
4	÷	4 = 1
8	÷	4 = 2
12	÷	4 = 3
16	÷	4 = 4
20	÷	4 = 5
24	÷	4 = 6
28	÷	4 = 7
32	÷	4 = 8
36	÷	4 = 9
40	÷	4 = 10
44	÷	4 = 11
48	÷	4 = 12

÷ 5		
5	÷	5 = 1
10	÷	5 = 2
15	÷	5 = 3
20	÷	5 = 4
25	÷	5 = 5
30	÷	5 = 6
35	÷	5 = 7
40	÷	5 = 8
45	÷	5 = 9
50	÷	5 = 10
55	÷	5 = 11
60	÷	5 = 12

÷ 6		
6	÷	6 = 1
12	÷	6 = 2
18	÷	6 = 3
24	÷	6 = 4
30	÷	6 = 5
36	÷	6 = 6
42	÷	6 = 7
48	÷	6 = 8
54	÷	6 = 9
60	÷	6 = 10
66	÷	6 = 11
72	÷	6 = 12

÷ 7		
7	÷	7 = 1
14	÷	7 = 2
21	÷	7 = 3
28	÷	7 = 4
35	÷	7 = 5
42	÷	7 = 6
49	÷	7 = 7
56	÷	7 = 8
63	÷	7 = 9
70	÷	7 = 10
77	÷	7 = 11
84	÷	7 = 12

÷ 8		
8	÷	8 = 1
16	÷	8 = 2
24	÷	8 = 3
32	÷	8 = 4
40	÷	8 = 5
48	÷	8 = 6
56	÷	8 = 7
64	÷	8 = 8
72	÷	8 = 9
80	÷	8 = 10
88	÷	8 = 11
96	÷	8 = 12

÷ 9		
9	÷	9 = 1
18	÷	9 = 2
27	÷	9 = 3
36	÷	9 = 4
45	÷	9 = 5
54	÷	9 = 6
63	÷	9 = 7
72	÷	9 = 8
81	÷	9 = 9
90	÷	9 = 10
99	÷	9 = 11
108	÷	9 = 12

÷ 10		
10	÷	10 = 1
20	÷	10 = 2
30	÷	10 = 3
40	÷	10 = 4
50	÷	10 = 5
60	÷	10 = 6
70	÷	10 = 7
80	÷	10 = 8
90	÷	10 = 9
100	÷	10 = 10
110	÷	10 = 11
120	÷	10 = 12

÷ 11		
11	÷	11 = 1
22	÷	11 = 2
33	÷	11 = 3
44	÷	11 = 4
55	÷	11 = 5
66	÷	11 = 6
77	÷	11 = 7
88	÷	11 = 8
99	÷	11 = 9
110	÷	11 = 10
121	÷	11 = 11
132	÷	11 = 12

÷ 12		
12	÷	12 = 1
24	÷	12 = 2
36	÷	12 = 3
48	÷	12 = 4
60	÷	12 = 5
72	÷	12 = 6
84	÷	12 = 7
96	÷	12 = 8
108	÷	12 = 9
120	÷	12 = 10
132	÷	12 = 11
144	÷	12 = 12