

Each day study the Vocabulary Core Concepts 1.1-1.2 vocabulary words. If you have index cards you can make flash cards. If you don't have index cards just write the words and definitions on a piece of paper. Study these words each day. Complete Core Concepts 1.1-1.2 matching worksheet and cross word puzzle.

Hope you have a great week!

-Mrs. Ely



## 6<sup>th</sup> Grade Social Studies

Week of April 13<sup>th</sup>-17<sup>th</sup>

Office Hours: Monday-Friday 11 a.m. to 1 p.m.

Email: [rhondaely2020@gmail.com](mailto:rhondaely2020@gmail.com)

April 13<sup>th</sup>-17<sup>th</sup>

Monday, April 13<sup>th</sup>

Watch CNN 10 on the internet. Take notes while watching CNN 10 ( you can pause it as you are taking notes or watch it a couple of times). Comment here on google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.

Tuesday, April 14<sup>th</sup>

Watch CNN 10 on the internet. Take notes while watching CNN 10 ( you can pause it as you are taking notes or watch it a couple of times). Comment here on google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.

Wednesday, April 15<sup>th</sup>

Watch CNN 10 on the internet. Take notes while watching CNN 10 ( you can pause it as you are taking notes or watch it a couple of times). Comment here on google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.

Thursday, April 16<sup>th</sup>

Watch CNN 10 on the internet. Take notes while watching CNN 10 ( you can pause it as you are taking notes or watch it a couple of times). Comment here on google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.

Friday, April 17<sup>th</sup>

Watch CNN 10 on the internet. Take notes while watching CNN 10 ( you can pause it as you are taking notes or watch it a couple of times). Comment here on google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.



## Vocabulary Core Concepts 1.1- 1.2

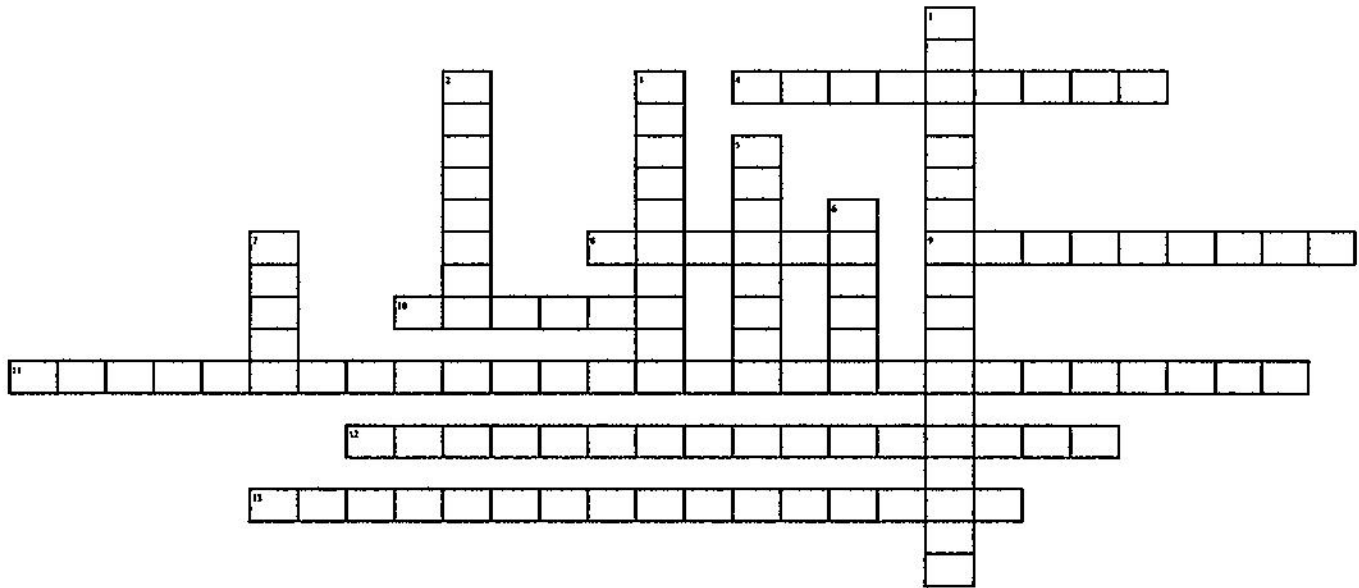
1. Geography- the study of human and nonhuman features of the earth
2. Degree- unit that measures angles
3. Cardinal directions- directions north, east, south, and west
4. Hemisphere- one half of the earth
5. Sphere- a round-shaped body
6. Longitude- distance east or west of the Prime Meridian measured in degrees; lines run north and south
7. Latitude- distance north or south of the equator measured in degrees; lines run east and west
8. Absolute location- exact position on earth in terms of longitude and latitude
9. Movement- how people, goods, and ideas get from one place to another
10. Relative location- location of one place relative to another, such as Jones High School is 3 miles west of Jones Middle School.
11. Place- mix of human and nonhuman features at a given location; example: you might talk about how many people live there
12. Human-environment interaction- how people affect their environment and how their environment affects them
13. Region- area with at least one unifying physical or human feature such as climate, landforms, population, or history



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

Date: \_\_\_\_\_

## Core Concepts 1.1-1.2



### Across

- 4. the study of human and nonhuman features of the earth
- 8. a round-shaped body
- 9. distance east or west of the Prime Meridian measured in degrees; lines run north and south
- 10. unit that measures angles
- 11. how people affect their environment and how their environment affects them
- 12. location of one place relative to another, such as Jones High School is 3 miles west of Jones Middle School.
- 13. exact position on earth in terms of longitude and latitude

### Down

- 1. directions north, east, south, and west
- 2. distance north or south of the equator measured in degrees; lines run east and west
- 3. one half of the earth
- 5. how people, goods, and ideas get from one place to another
- 6. area with at least one unifying physical or human feature such as climate, landforms, population, or history
- 7. mix of human and nonhuman features at a given location; example: you might talk about how many people live there



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

Date: \_\_\_\_\_

## Core Concepts 1.1-1.2

- |  |                                  |
|--|----------------------------------|
| 1. the study of human and nonhuman features of the earth   | A. Latitude                      |
| 2. unit that measures angles   | B. Sphere                        |
| 3. directions north, east, south, and west   | C. Relative location             |
| 4. one half of the earth   | D. Region                        |
| 5. a round-shaped body   | E. Place                         |
| 6. distance east or west of the Prime Meridian measured in degrees; lines run north and south                        | F. Hemisphere                    |
| 7. distance north or south of the equator measured in degrees; lines run east and west                               | G. Movement                      |
| 8. exact position on earth in terms of longitude and latitude  | H. Longitude                     |
| 9. how people, goods, and ideas get from one place to another  | I. Geography                     |
| 10. location of one place relative to another, such as Jones High School is 3 miles west of Jones Middle School.     | J. Degree                        |
| 11. mix of human and nonhuman features at a given location; example: you might talk about how many people live there | K. Cardinal directions           |
| 12. how people affect their environment and how their environment affects them                                       | L. human-environment interaction |
| 13. area with at least one unifying physical or human feature such as climate, landforms, population, or history     | M. Absolute location             |



6<sup>th</sup> Grade ELA

6/7 Honors ELA

Liz Schrimsher

[lizenyart@icloud.com](mailto:lizenyart@icloud.com)

Office Hours: Monday – Friday 11 to 1.

Read for 20 minutes each day. This is your choice of material. It can be a book, magazine, newspaper, or anything around the house.

Also, read the following passage and answer the questions at the end.

Have a great week!



## **The Red Scooter**

Well, today I was made by a family-owned company called Cuter Scooter. I know, it's not a very tough name. Don't worry, they did a great job.

They created a good looking, two-wheeled transportation. I am able to be ridden on and off the road. Although I am very tough, the manufacturer painted me pink. Don't ask me why. It turned out to be a good thing. I was the only scooter available at the local motorcycle shop when Gary came in with his parents.

He loved me immediately, but didn't care much for my color. His father suggested that he could paint me with his son as part of a father and son project. Gary would learn the mechanical parts of a motor scooter while they painted me.

"This is deal of the day," said the salesman when he saw the two looking me over. He noticed the desire in the eyes of the boy.

"Is this a good motor scooter?" asked the father.

"Well," said the salesman, "you cannot find a more reliable or better built scooter in the industry."

As dad considered the cost, the salesman offered him a 25% discount because of my color.



Dad paid in cash, and off we went to the garage behind the house to start the project.

Many hours of work went into this job. Luckily, I can't feel anything, or the sanding would have killed me. Soon, I was a deep red, and appeared fun and tough. Soon, I was a deep red, and appeared fun and tough.

Gary started driving me everywhere. We went to the park, the baseball field, the school, and even the candy store. Eventually, his friends became quite jealous. They were upset because Gary was not spending much time with them. Also, they wanted a fine-looking scooter of their own. When the friends stopped by, Gary showed them how to start my engine. He also taught them how to fuel me up, check my oil, and work my throttle and brakes. Although they enjoyed learning about me, it made them even more jealous.

They would go for bicycle rides following Gary and I, but it was becoming difficult to keep up with us. After a few months, they got tired of trying. They decided it was time to take me for a ride without Gary.

One Saturday, while Gary was at soccer practice, they had their chance. This plan was not very nice, and they let their jealous natures get the best of them.

They went into the unlocked garage, and grabbed me. They knew Gary kept the key in the top drawer of his tool box. One of his friends started me, opened the door, and away we went. The two others followed us on bicycles.

They ran me as fast as I could go. Unfortunately, a tree got in our way when we were going top speed. My handlebars smacked right into the tree, and I flipped right over. Although Gary's friend wasn't hurt, I had some visible damage. The friends worked together to try and hide it. I had a large pink scrape. They got a sticker from a local speed shop to hide it. The sticker advertised motor oil, and they stuck it to my frame over the scratch.

When Gary got home, he noticed the strange sticker. When he ran into his friends, they said it was a gift. He didn't catch on.



During the next few months, Gary's friends took turns taking me out without permission. I got tired of it, and decided to do something about it. Scratches began showing up all over my frame every time they took me out. I did this on purpose. Gary didn't notice.

I had a new plan. Any time they took me out, I would stop running when they were far away. They had to walk me all the way back home. Gary, of course, never caught them walking me back home.

Finally, I managed to fall down in the garage on purpose. Gary never left me on the ground. The light bulb finally went on in Gary's head. He checked me over and found the scratches. The gig was up.

One day Gary asked his friends if they were the ones using his scooter. He was shocked when they admitted it.

Then, Gary had a thought. What if he made a trail on his property, and let his friends use it? This would be a way to share his scooter, but also to make some money. The money would cover maintenance along with a small profit.

He built the trail and invited his friends to use it for 10 cents a lap. He had a minimum of ten laps, so he would make one dollar a ride! Well, his friends loved it. For a whole year, he enjoyed the profits and made enough money to buy a new scooter!

He bought a red one this time, which would only be used by him. Now it was my turn to become jealous!



# Horn - 6<sup>th</sup> Grade Science Lessons for Weeks of 4/13/20

Dear Parent/Guardian and Student:

**Week of 4/13/20:** "The Meaning of Matter" Interactive Lesson (transcript provided below for those without Internet access.) – Students should not spend more than 30 minutes a day on this assignment and should not stress out about getting correct answers at this time – just do the best you can! **(Notice the asterisks \* for where the questions to each section are and their possible answers in the reading above.)**

Please also watch the following programs:

- Monday - 4/13/20 - 2:30 p.m. - OETA Channel 13 - Wild Kratts "Tazzy Chris" - Science Concept: Healthy ecosystems - 30 minutes – **write down 8 to 10 facts from the first part of the show to the last including information on a healthy ecosystem.**
- Thursday - 4/16/20 - 2:30 p.m. - OETA Channel 13 - Wild Kratts "Walk on the Wetside" - Science Concept: Adaptations/predator/prey - 30 minutes – **write down 8 to 10 facts from the first part of the show to the last including any information given on adaptations (what body parts or behavior the basilisk has developed in order to survive) and the predator/prey relationship.**



If you have any questions or concerns, you can reach me at 399-0486 between the hours of 11 a.m. and 1 p.m., Monday – Friday or email me at [bluetopaz12344@gmail.com](mailto:bluetopaz12344@gmail.com). When calling you will be asked to identify yourself (please include your child's name), then the call will be transferred to me. If I do not answer, please leave a message and I'll return your call as soon as possible. When emailing please include your child's name in the title of the email.

Sincerely,

*Ms. Horn*



# The Meaning of Matter - All That Glitters 6<sup>th</sup> Grade Science

<https://oeta.pbslearningmedia.org/resource/ilunctv18-sci-ilmmatter/meaning-of-matter/>

(The page numbers on this document refer to the page numbers on the online interactive lesson.)

Fifty years before the famous San Francisco gold rush of 1849, a twelve-year-old boy discovered the medal in North Carolina. Since then, gold has been used in countless ways.

Watch this video (see transcript) to learn about this shiny object's history and applications. As you view the segment, pay special attention to the ways in which scientists classify gold. Then, answer the questions below the vocabulary.

## Video transcript:

In case you didn't know it, the first American gold rush occurred in North Carolina. And it all began with a 12-year-old boy.

'The first piece of gold was found by Conrad Reed in 1799, he was about 12 years old at time. He was bow and arrow fishing, hopefully trying to get some lunch. He shot for a fish and he missed, and when he went to go retrieve his arrow, he saw something large and shiny just sitting there in the creek.

You get the picture. A 12-year-old boy, a shiny object; the rest, as they say, is history. Of course, **Gold is** more than just a shiny object. In chemistry, it's a type of matter: a **\*pure substance** that can be broken down into particles and atoms. **It's also an \*element** on the periodic table.

And then there are its applications. Since landing on planet Earth as the result of a supernova (that's an exploding star that sends tons of matter into space), gold has been used in countless ways. Throughout the millennia, it has served as currency; as religious, political, and decorative art; as jewelry (not to mention its hot & heavy romance with teeth - some people have gold fillings in their teeth!).



Much of today's technology contains gold; simply open up a computer's circuit board, and there it is, outshining other elements and matter. And in North Carolina, scientists are using gold nano (extremely small) particles for chemical, biological, and medical purposes, including new sophisticated cancer treatments.

Bottom line: Sure, it glitters and blings. But when it comes to worldly purposes and possibilities, this element is golden.

**Some Words to Know:** The video (transcript) you just watched (read) mentioned the terms "matter," "pure substance," "element," "periodic table," "particle," and "atom." You'll see many of these terms as this lesson continues, so it's a good idea to learn them, as well as some other terms that are essential to this lesson.

**\*Page 1, Question 1 - The segment states that gold is a type of matter. What are two additional scientific descriptions of gold mentioned?**

## VOCABULARY

Atom: the smallest part of an element that has all the properties of that element.

Compounds: Atoms from two or more different elements that are attached together in specific proportions.

Element: A pure substance that can't be broken down into simpler substances.

Mass: the amount of material contained in an object, such as gold. An object's mass is always the same, even in outer space.

Matter: any physical substance or material that takes up space and has mass. If you can put it in a jar, it's matter.

Mixture: A substance that consists of two substances mixed together.

Molecule: two or more atoms that are attached together.

Particle: a minute, or tiny, portion of matter.

Periodic Table: A table that lists the earth's 118 elements in a specific order.



Pure Substance: matter that always has the same composition.

**\*Page 2 Chart IT!** As you learn about matter and its interactions, it will be important to remember the differences between the meanings of certain terms. **\* Answer the questions below – give their definitions.**

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What is the difference between a pure substance and a mixture?

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What is the difference between a particle and an atom?

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What is the difference between an element and a compound?

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What is the difference between an atom and a molecule?

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In this introductory lesson, you'll find out how scientists define and classify different types of matter. After taking notes and quizzes, you'll have a chance to review and organize what you've learned.

### **Animation 1: What's The Matter?**

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Now you know that matter is anything that has mass and takes up space. But what does that mean, and why should you care? This animation gives you a very basic introduction to this very broad concept, and makes the argument that matter truly matters.

As you watch the segment (read the transcript), be sure to check the definitions of specific terms. In addition to matter, the terms atom and particle will be used.

**Animation 1 transcript:** The whole universe, including you, is made up of stuff. And that *stuff* has a fancy name: matter. Matter is what makes up everything around us. Anything that has mass - meaning it takes up space and has stuff inside -- is matter.



Whether it's a solid, liquid or gas, if you can put it in a jar and keep it there, then it's matter. Ice cream, gold, water, air— these are all matter. Things like light, sound, energy — these things have no mass and you can't keep them in a jar. These are not matter.

**\* *What makes matter matter is if you take it apart to its most basic unit you get the same type of particle every time – an atom.*** Even at its tiny size, it's got mass -- “stuff” inside – and it takes up space. **\* *Atoms form the building blocks of all matter, regardless of shape, size, or state.*** So why should we care about atoms and matter? Well, the physical world around us is made up of matter, and **\* matter is made up of atoms.** And without understanding the basic gist of both of these concepts, we'd have a hard time making stuff out of them--phones, electronics, medicine, chemicals, you name it. So whether it's a ring on your finger or the phone in your hand, matter, and the atoms that compose it, *definitely* matter.

**\*Page 3 Notes: In the space below, write one sentence describing matter, and one sentence describing atoms. Then, write one sentence in which you define the relationship between atoms and matter.**

#### **Page 4 Review It! What's The Matter? (You have to figure out on these answers!)**

1. Stuff that takes up space and has mass is known as \_\_\_\_\_.

- ☐ A. Energy
- ☐ B. Concepts
- ☐ C. Mixtures
- ☒ D. Matter

2. Which of the following is not composed of atoms?



- ☐ A. Ice cream
- ☐ B. You
- ☐ C. Energy
- ☐ D. Floor

3. Which of the following sentences is correct?

- ☐ A. Energy and the stuff that comprises it are known as matter.
- ☐ B. Your smartphone is not composed of atoms.
- ☐ C. Matter is composed of atoms and bigger particles.
- ☐ D. Gold is a type of light.

4. Which of the following sentences is *not* correct?

- ☐ A. Even at its tiny size, atoms have stuff inside.
- ☐ B. Atoms and the sound that compose it definitely matter.
- ☐ C. If you take matter down to its most basic unit you get an atom.
- ☐ D. The basic building blocks of all matter are known as atoms.

## **Animation 2: Atoms & Elements**

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Since anything that takes up space and has a mass qualifies as matter, the term can apply to any object, no matter how large. Atoms, on the other hand, are small. So small, in fact, that they are the smallest possible particle of any type of matter.



This animation (transcript) provides more basic information about the atom, and also introduces a type of matter called elements. Before you watch the animation you may want to review the terms on pages 2 and 3. In addition to “matter,” “element” and “atom,” the terms “molecule” and “particle” will be coming into play,

**Animation 2 transcript:** Matter is made up of atoms, but not all atoms are the same. There are atoms with more stuff inside (ex. Cs), and atoms with less stuff inside (H). All in all, there are 118 different types of atoms, determined by the arrangement and amount of the stuff inside. And all matter is made up of combinations of these atoms—but there is a special kind of matter called **\*elements that are substances made entirely of one type of atom**—so as you might imagine: 118 types of atoms mean there are 118 different elements. Gold, for example, is an element. If you break apart a piece of gold down to its smallest particles, you end up with gold atoms - and only gold atoms. And here is where it gets a tad tricky-- the term element refers to a *substance* made up of one type of atom (ie. Gold), *and* it refers to a *single atom* of that element. So no matter how many gold atoms are contained in that chunk of gold-- 1 billion or just one, it is considered an element (gold) because it can't be broken down to anything simpler.

And when atoms of one element connect with atoms of another element to form molecules, the true chemistry begins, and VOILA! the zillions of different types of living and nonliving things that we define as matter.

**\*Page 5 Notes:** In the space below, write one sentence **defining atoms**, and one sentence **defining elements**. Then write one sentence in which you **\*describe the relationship between elements and atoms**.



**Word Bank** Match the words below to the appropriate space in the text below. (You have to figure out these answers yourself!)

**PARTICLES**

**MOLECULE**

**ATOM**

**ELEMENTS**

**\*Page 6 Notes Match It! (You have to figure out these answers yourself!)**

1. The term "element" refers to a substance made of one type of \_\_\_\_\_.
2. There are currently 118 \_\_\_\_\_.
3. When atoms of one element combine with atoms of another element, a \_\_\_\_\_ is formed.
4. If you break apart a piece of gold down to its smallest \_\_\_\_\_, you end up with gold atoms.

### **Animation 3: Categorizing Matter**

This animation (transcript) describes and defines the categories of matter, and the ways in which they differ from one another. Before you view the segment, review the vocabulary you learned on pages 2 & 3. In particular, the terms "pure substance," "mixtures," "elements," and "compounds" will be coming into play.

***One thing you will see in the video but won't hear in the audio (or read in the transcript) is that there are two types of mixtures: heterogenous, and homogenous. You don't need to know what these terms mean yet, just that they are the two mixture categories.***

**Animation transcript:** All matter is formed from atoms and the types of atoms are limited (118). But the ways in which the different atoms *combine* to form matter can get pretty complicated. Luckily, scientists have categorized matter to help us make sense of it all.

First, there are the ***pure substances which are matter made up of single types of either atoms (elements) or single types of molecules*** (which are atoms that are bonded together (such as H<sub>2</sub>O or salt)). They are considered "pure" substances because they are



comprised of a single type of ingredient- in the case of the element, a single type of atom. In the case of a compound, a single type of molecule.

Then, there are ***mixtures which are matter made up of pure substances that are mixed, but not bonded, together.*** Combine two compounds (water + salt) and you get a mixture. ***\* Combine an element and a compound, and you get a mixture.*** Element + element? Yep, mixture. You can have mixture with lots of ingredients, and mixtures with only a few. The key is that ***\* mixtures are what you get when two or more pure substances are mixed, but not bonded, together.*** And these categories—pure substances and mixtures—help scientists make sense of the matter around us.

***\*Page 7 Notes:*** In the spaces below, use full sentences to answer the following questions:

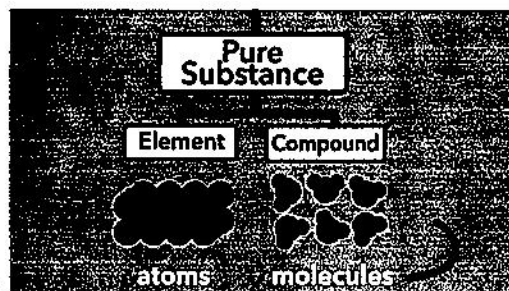
1. Write one sentence **defining pure substances** and one sentence **defining mixtures**.
2. Write one sentence ***\**** **describing the relationship between pure substances and mixtures**.
3. Write one sentence **defining elements** and one sentence **defining compounds**.



4. Write one sentence \*describing the relationship between elements & compounds.

## Categorizing Matter - Review

\*Page 8: Match It! (Use this graphic and the one on the next page for help.)

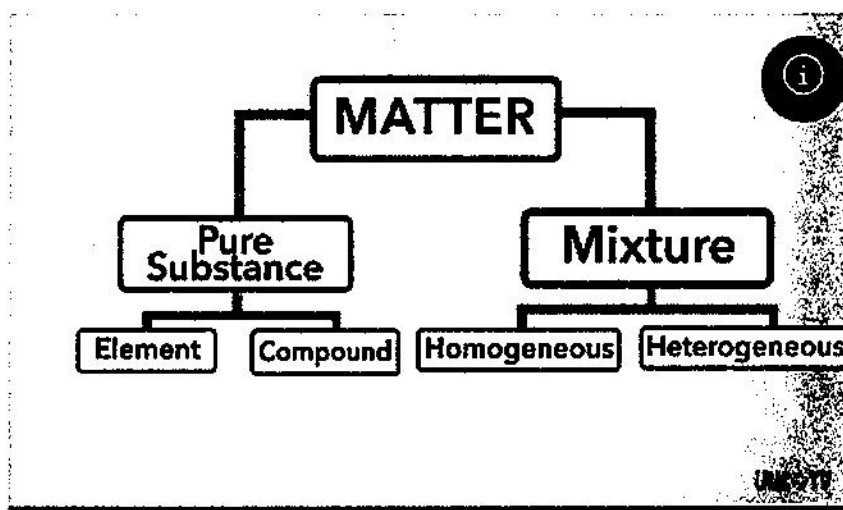


### Word Bank

ELEMENTS      PURE SUBSTANCES      ATOM      MOLECULE  
BONDED      MIXTURES

1. The two main categories of matter are \_\_\_\_\_ and mixtures.
2. The two types of pure substances are \_\_\_\_\_ and compounds.
3. Mixtures are pure substances that are mixed but not \_\_\_\_\_ together.
4. A compound is formed from a single type of \_\_\_\_\_.
5. An element is formed from a single type of \_\_\_\_\_.
6. Homogeneous and heterogeneous are the two categories of \_\_\_\_\_.





One thing to keep in mind as you prepare for this lesson's final assignment is that matter not only has categories but also forms a ladder of sorts, called a hierarchy. As you can see in the image above, matter sits at the top of that hierarchy, with its two main categories, pure substances and mixtures, directly below it. And pure substances and mixtures have categories (or subcategories) of their own.

This lesson does not require you to list or explain the two different types of mixtures (homogenous and heterogenous), but you should know enough now to define, describe and give examples of mixtures as a category, as well as for the two types of pure substances you have learned about.

**\*Page 9: ARRANGE IT!** Write the name of the appropriate category after each statement (*use the reading on Categorizing Matter and the two graphics on the two previous pages for help*):



***Pure substance      Mixture      Elements      Compounds***

1. Examples include any single type of molecule, such as water or salt.
2. A substance that consists of two substances mixed together.
3. Along with mixtures, one of matter's two main categories.
4. With compounds, one of two categories of pure substances.
5. Examples include blended substances such as ice cream and lemonade.
6. Atoms from two or more elements that are bonded together in specific proportions.
7. A pure substance that can't be broken down into simpler substances.
8. Matter that always has the same composition.
9. Examples include any single type of atom, such as gold.
10. With elements, one of two categories of pure substance.
11. Along with pure substances, one of matter's two main categories.
12. Examples include single types of atoms such as gold, and single types of molecules, such as water and salt.



**Mr.Walker**

Please complete this packet. For the minute math, time yourself and see how long it takes you. For the big idea packet, you may use a calculator. If you have any questions don't hesitate to contact me.

**Contact Information**

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Office Hours: Monday-Friday 1:00-3:00



**Week 2**

1. Divide. Write the answer in simplest form.

$$\frac{1}{8} \div \frac{1}{7} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #1

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2. Divide. Write the answer in simplest form.

$$\frac{7}{9} \div \frac{2}{3} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #2

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3. Divide. Write the answer in simplest form.

$$\frac{5}{6} \div 10 = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #3

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4. Divide. Write the answer in simplest form.

$$12 \div \frac{3}{8} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #4

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5. Divide. Write the answer in simplest form.

$$2\frac{1}{4} \div \frac{3}{4} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #15

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6. Divide. Write the answer in simplest form.

$$3\frac{4}{5} \div \frac{2}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #16

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7. Evaluate the expression. Write the answer in simplest form.

$$3\frac{4}{15} \div \left(8 \cdot 6\frac{3}{10}\right) = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #43

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8. Evaluate the expression. Write the answer in simplest form.

$$2\frac{5}{14} \div \left(2\frac{5}{8} \times 1\frac{3}{7}\right) = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #44

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9. Multiply. Write the answer in simplest form.

$$\frac{7}{10} \cdot \frac{3}{4} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #1

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10. Multiply. Write the answer in simplest form.

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

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #2

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11. Multiply. Write the answer in simplest form.

$$\frac{4}{9} \times \frac{3}{8} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #3

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12. Write the reciprocal of  $\frac{6}{7}$ .

The reciprocal is  $\square$ .

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #16

---



13. Write the reciprocal of  $\frac{2}{5}$ .

The reciprocal is .

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #17

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14. Write the reciprocal of  $\frac{11}{8}$ .

The reciprocal is .

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #18

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15. Divide. Write the answer in simplest form.

$$\frac{1}{3} \div \frac{1}{2} = \boxed{\phantom{00}}$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #19

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16. Divide. Write the answer in simplest form.

$$\frac{3}{7} \div 6 = \boxed{\phantom{00}}$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #27

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17. Divide. Write the answer in simplest form.

$$\frac{12}{25} \div 4 = \boxed{\phantom{00}}$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #28

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18. Divide. Write the answer in simplest form.

$$\frac{2}{9} \div \frac{2}{3} = \boxed{\phantom{00}}$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #29



19. Divide. Write the answer in simplest form.

$$\frac{8}{15} \div \frac{4}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #30

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20. Divide. Write the answer in simplest form.

$$\frac{1}{3} \div \frac{1}{9} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #31

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21. Multiply. Write the answer in simplest form.

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

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #15

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22. Multiply. Write the answer in simplest form.

$$\frac{5}{8} \cdot \frac{1}{2} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #16

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23. Multiply. Write the answer in simplest form.

$$\frac{1}{4} \times \frac{2}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #17

---

24. Multiply. Write the answer in simplest form.

$$\frac{3}{7} \times \frac{1}{4} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #18

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25. Multiply. Write the answer in simplest form.

$$\frac{2}{3} \times \frac{4}{7} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #19

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26. Multiply. Write the answer in simplest form.

$$\frac{3}{8} \cdot \frac{1}{9} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #21

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27. Multiply. Write the answer in simplest form.

$$\frac{5}{6} \cdot \frac{2}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #22

---

28. Multiply. Write the answer in simplest form.

$$\frac{5}{12} \times 10 = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #23

---

29. Multiply. Write the answer in simplest form.

$$6 \cdot \frac{7}{8} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #24

---

30. Multiply. Write the answer in simplest form.

$$\frac{3}{4} \times \frac{8}{15} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #25

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31. Multiply. Write the answer in simplest form.

$$\frac{4}{9} \times \frac{4}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #26

---

32. Multiply. Write the answer in simplest form.

$$\frac{3}{7} \cdot \frac{3}{7} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #27

---

33. Multiply. Write the answer in simplest form.

$$\frac{5}{6} \times \frac{2}{9} = \square$$

Grade 6: OK>Chapter 2>Section 2.1>Exercises> Question #28

---

34. Divide. Write the answer in simplest form.

$$\frac{1}{8} \div \frac{1}{4} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #20

---

35. Divide. Write the answer in simplest form.

$$\frac{2}{7} \div 2 = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #21

---

36. Divide. Write the answer in simplest form.

$$\frac{6}{5} \div 3 = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #22

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37. Divide. Write the answer in simplest form.

$$\frac{2}{3} \div \frac{4}{9} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #23

---

38. Divide. Write the answer in simplest form.

$$\frac{5}{6} \div \frac{2}{7} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #24

---

39. Divide. Write the answer in simplest form.

$$12 \div \frac{3}{4} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #25

---

40. Divide. Write the answer in simplest form.

$$8 \div \frac{2}{5} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #26

---

41. Divide. Write the answer in simplest form.

$$\frac{7}{10} \div \frac{3}{8} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #32

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42. Divide. Write the answer in simplest form.

$$\frac{14}{27} \div 7 = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #33

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43. Divide. Write the answer in simplest form.

$$\frac{5}{8} \div 15 = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #34

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44. Divide. Write the answer in simplest form.

$$\frac{27}{32} \div \frac{7}{8} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #35

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45. Divide. Write the answer in simplest form.

$$\frac{4}{15} \div \frac{10}{13} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #36

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46. Divide. Write the answer in simplest form.

$$9 \div \frac{4}{9} = \square$$

Grade 6: OK>Chapter 2>Section 2.2>Exercises> Question #37

---

47. Divide. Write the answer in simplest form.

$$3\frac{3}{4} \div 2\frac{1}{12} = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #20

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48. Divide. Write the answer in simplest form.

$$7\frac{1}{5} \div 8 = \square$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #21

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49. Divide. Write the answer in simplest form.

$$8\frac{4}{7} \div 15 = \boxed{\phantom{000}}$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #22

---

50. Divide. Write the answer in simplest form.

$$8\frac{1}{3} \div \frac{2}{3} = \boxed{\phantom{000}}$$

Grade 6: OK>Chapter 2>Section 2.3>Exercises> Question #23

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### SUBTRACTION from 1 to 12

NAME \_\_\_\_\_

**SCORE** \_\_\_\_\_

5	4	7	12	12	11	7	8	5	7
- 4	- 2	- 1	- 7	- 4	- 7	- 3	- 7	- 3	- 2

12	12	12	12	5	9	8	8	8	10
- 10	- 2	- 11	- 12	- 3	- 2	- 3	- 3	- 7	- 9

8	10	8	7	12	9	11	7	3	12
- 8	- 9	- 3	- 4	- 10	- 4	- 4	- 6	- 2	- 1

7	8	10	12	7	11	11	9	12	12
- 6	- 4	- 6	- 10	- 1	- 5	- 3	- 1	- 5	- 3

11	2	11	11	12	6	5	3	7	11
- 6	- 2	- 3	- 11	- 3	- 5	- 3	- 3	- 6	- 10

8	9	11	10	3	7	12	2	11	8
- 3	- 1	- 3	- 10	- 1	- 2	- 11	- 1	- 8	- 6

9	10	12	10	12	2	6	2	11	8
- 5	- 7	- 11	- 1	- 2	- 1	- 1	- 1	- 1	- 5

7	8	6	8	12	8	3	3	12	6
- 1	- 6	- 1	- 6	- 7	- 4	- 2	- 1	- 2	- 6

12	6	8	2	5	7	11	8	8	12
- 5	- 2	- 7	- 1	- 1	- 5	- 8	- 3	- 7	- 2

5	6	2	4	12	2	12	11	9	11
- 4	- 5	- 1	- 2	- 6	- 1	- 11	- 1	- 1	- 4



## MULTIPLICATION from 1 to 12

NAME \_\_\_\_\_

**SCORE**

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

8	2	8	1	10	11	10	9	2	1
x 8	x 4	x 5	x 4	x 3	x 12	x 1	x 8	x 6	x 2

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

12	11	2	9	8	9	10	10	7	9
x 3	x 10	x 4	x 4	x 10	x 6	x 11	x 4	x 1	x 8

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array} \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \begin{array}{r} 1 \\ \times 4 \\ \hline \end{array} \begin{array}{r} 5 \\ \times 11 \\ \hline \end{array} \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \begin{array}{r} 1 \\ \times 5 \\ \hline \end{array} \begin{array}{r} 1 \\ \times 3 \\ \hline \end{array} \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$$



# WEB MATH MINUTE

### ADDITION from 1 to 12

NAME \_\_\_\_\_

**SCORE** \_\_\_\_\_

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 11 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{cccccccccc} 12 & 11 & 3 & 11 & 9 & 3 & 5 & 10 & 1 & 12 \\ + 10 & + 11 & + 4 & + 4 & + 7 & + 8 & + 3 & + 8 & + 1 & + 3 \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 12 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \\ + 7 \\ \hline 8 \\ + 5 \\ \hline 7 \\ + 8 \\ \hline 11 \\ + 7 \\ \hline 9 \\ + 11 \\ \hline 2 \\ + 1 \\ \hline 11 \\ + 5 \\ \hline 2 \\ + 10 \\ \hline 6 \\ + 1 \\ \hline \end{array}$$

12	7	3	2	2	11	8	9	12	6
+ 3	+ 3	+ 10	+ 5	+ 3	+ 11	+ 1	+ 11	+ 1	+ 6

1	4	2	5	4	10	1	6	4	11
+ 5	+ 12	+ 2	+ 3	+ 4	+ 2	+ 10	+ 6	+ 6	+ 12

7	5	6	5	8	2	6	11	4	8
+ 12	+ 3	+ 5	+ 10	+ 1	+ 10	+ 11	+ 5	+ 8	+ 6

6	8	9	12	5	2	1	8	10	5
+ 1	+ 6	+ 11	+ 4	+ 11	+ 12	+ 6	+ 5	+ 8	+ 3

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 12 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 12 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 11 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

3	4	11	4	12	7	1	12	3	2
+ 3	+ 9	+ 10	+ 1	+ 2	+ 2	+ 12	+ 5	+ 11	+ 12
<hr/>									