Horn - 6th Grade Science Lessons for Weeks of 4/20/20

Dear Parent/Guardian and Student:

Week of 4/20/20: "Energy Transfer in a Roller Coaster" 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!

Please also watch the following programs:

- Tuesday – 4/21/20 - 2:00 p.m. or Wednesday - 4/22/20 – 1:30 – Nature Cats "Earth Day" – 30 minutes ***write down 8 to 10 facts from the first part of the show to the last including information on pollution and recycling.***

- *Tuesday* - 4/21/20 - 2:30 p.m. - OETA Channel 13 - Wild Kratts "Elephant in the Room" - Science Concept: Adaptations - 30 minutes – ***write down 8 to 10 facts from the first part of the show to the last including any information given on adaptations – how the elephant uses it trunk.***

OR if you miss the above shows:

Monday - 4/20/20 - 2:30 p.m. or Tuesday – 4/21/20 – 2:00 p.m. or Friday – 4/25/20 – 2:30 p.m.

- OETA Channel 13 – Wild Kratts "Amazing Amazon Adventure" – Science Concept: Biodivesity – 1 hour ***write down 10 to 15 facts from the first part of the show to the last including information on biodiversity*** – the variety of life in the world or in a particular habitat or ecosystem.

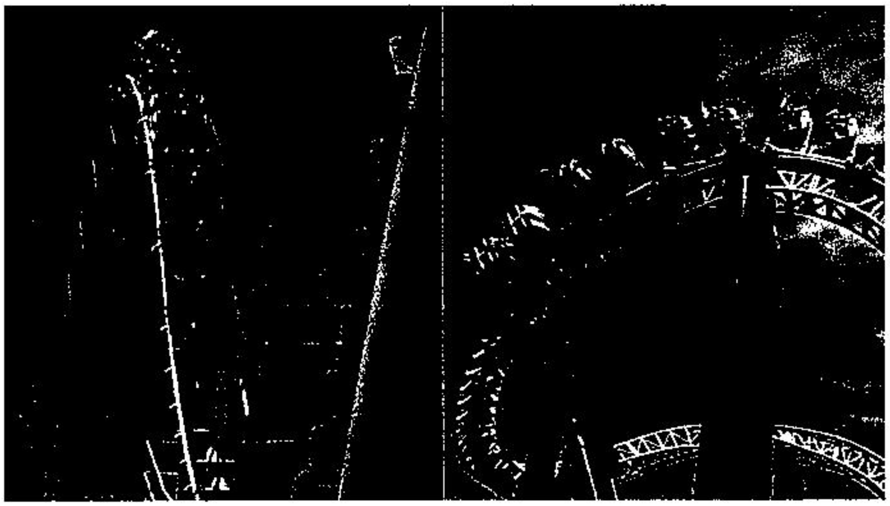
If you have any questions or concerns, you can reach me at 399-0486 between the hours of 11 a.m. and 1 p.m., Monday – Friday or email me at bluetopaz12344@gmail.com. When calling you will be asked to identify yourself (please include your child's name), then the call will be transferred to me. If I do 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

Energy Transfer in a Roller Coaster

https://oeta.pbslearningmedia.org/resource/midlit11.sci.splenergy/energy-transfer-in-a-roller-coaster/support-materials/



Some people can't get enough of the steep drops, sudden turns, and high speeds that roller coasters provide. But did you know that behind all the screams and excitement lies an important lesson about energy?

The transfer—or movement—of energy is happening all the time. Just look around and see for yourself!

You may have learned that energy is the "ability to do work or cause change." Energy exists in a variety of forms. Heat, light, sound, or motion are sure signs that some form of energy is present and being used.

Moving objects have what is called mechanical (meh-CAN-ih-cul) energy. ***Mechanical means produced by or relating to a machine.** A car driving along a road or an airplane in flight are examples of machines that have mechanical energy.

But any object that is in motion or raised above the ground also has mechanical energy: think of a ball flying through the air or a piece of fruit on a table. In this lesson, you will learn how mechanical energy makes things move.

* Write down three other objects that have mechanical energy.

1.

2.

3.

What YOU Will LEARN

Goals

Here are the big ideas you will learn about in this lesson:

- Energy can change from one form to another.
- The **transfer** of energy causes objects to move.
- Whenever energy decreases in one part of a system, it increases by the same amount in other parts of the system.

Strategies

You will be using many reading and writing strategies to complete this lesson. The key strategies that you will focus on are:

- Using background knowledge
- Determining important information
- Identifying and using text features
- Constructing summaries

Vocabulary

Read these words and their definitions. When you see them in the lesson, you can click on them to read the definition again.

- **ascend** - to move upward or climb.
- **descend** – to move downward or fall.
- **friction** – a force that results when two objects touch as they move past each other.
- **gravity** – A force of nature that pulls any two objects towards each other. At or near the surface of a large body, such as the Earth, the force of gravity pulls smaller objects towards the center of the larger body.
- **kinetic** – relating to or caused by motion. An object has kinetic energy due to its motion.
- **potential** – having the ability to become something. Potential energy is stored in an object and is waiting to be used.
- **transfer** – to move from one place or thing to another. Energy transfer is the movement of energy from one body to another.

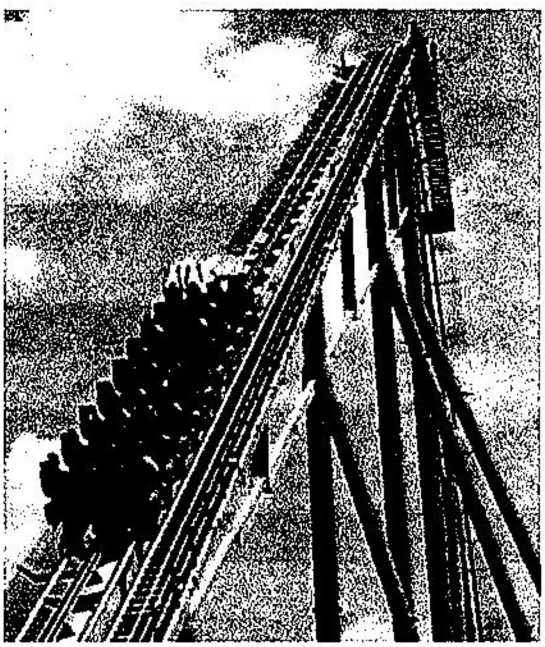
Roller coasters are designed to run on two basic scientific principles: *1) gravity and 2) *the transfer of energy. On Earth, gravity is the force that pulls objects toward the ground. The transfer of energy is what causes objects at rest to move and objects in motion to slow or stop. *Roller coasters move along a track as energy changes form and is transferred into and out of the cars. *Write one to two sentences explaining what causes a roller coaster to move.

***Sentences:**

The mechanical energy in a moving object is the combination of **potential** (puh-TEN-shul) energy and **kinetic** (kih-NEH-tik) energy. Potential energy—often referred to as stored energy—is energy of position, and kinetic energy is energy of motion.

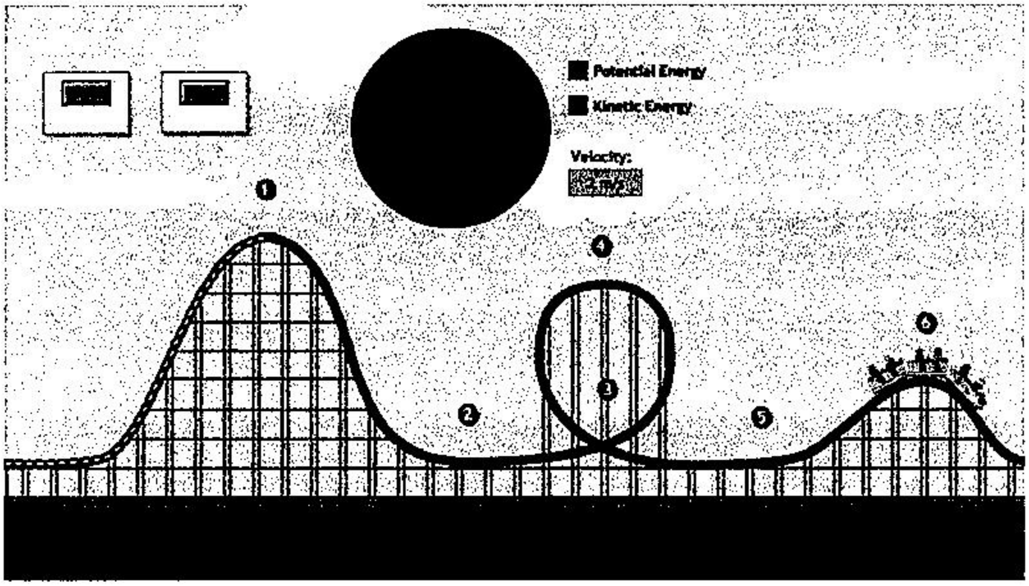
When engineers design a roller coaster, they must create the greatest amount of **potential** energy at the beginning of the ride. This is because after the start, the cars will move under their own power to the finish. Engineers have a motor pull the cars to the *highest peak—where potential energy is greatest—very early in the ride and then allow the force of **gravity** to keep the cars moving.

As the cars start to **descend** (fall) down the track, the **potential** energy converts (changes) into **kinetic** energy. At the bottom of the first hill, kinetic energy is greatest, and this drives the cars up the next hill. The roller coaster cars, the track, the motor that drives the chain that pulls the cars uphill, and Earth's gravity all work together as a system in which energy changes from one form to another.



Roller coaster designers make sure to put the highest hill near the start of the track. This gives the cars the energy they will need to complete the ride.

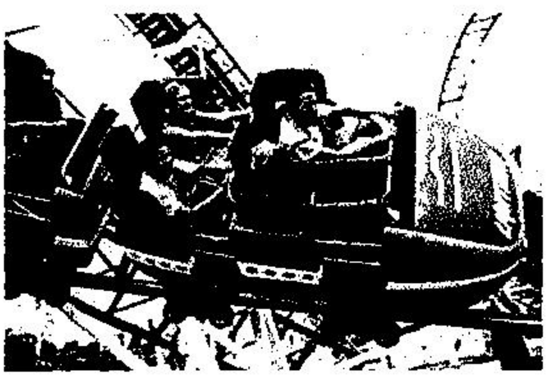
The change in form between **potential** and **kinetic** energy continues throughout the roller coaster ride. Each time the cars **ascend** (climb) a hill, some kinetic energy converts into potential energy. Then, some of this potential energy converts back each time the cars **descend.**



*Questions:

1. In the above diagram, at what point on the roller coaster ride is there the greatest amount of potential energy?

2. At this same spot, what is the amount of kinetic energy?



The force of gravity may help get this roller coaster car moving in one direction, but another force—friction—acts in the opposite direction and gradually slows it down.

Now you will read about some of the factors that engineers must consider when designing a roller coaster track.

Putting Energy to Work Energy is an important engineering concept in roller coaster design. Roller coasters do not have their own engines. The cars are pulled by a chain to the top of the starting hill and then released. This means the cars must have enough potential energy at the beginning of the ride to let them coast—or move under their own power—to the end of the ride. To establish potential energy in the cars, designers must make sure the cars start to descend from high off the ground.

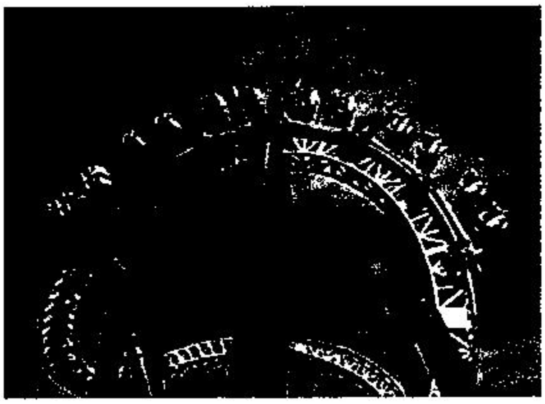
High Energy When you lift an object off the ground, you use your own energy to work against the force of gravity. You also transfer this energy to the object. In the same way, the energy used to pull roller coaster cars up the first hill is transferred from the chain to the cars when they reach the top. Potential energy is the weight of an object multiplied by its height. ****The higher off the ground an object is, the more potential energy it will have***. The potential energy will convert, or change, to kinetic energy if the object falls. This explains why roller coaster rides have their tallest hill near the beginning of the track.

The Effect of Friction But roller coaster designers must also allow for another factor when they calculate how much potential energy will be enough for the ride. The transfer between potential and kinetic energy is not perfect. A force called friction (FRIK-shun) actually takes away some of the cars' total mechanical energy during the ride. Friction results from objects touching as they move past each other. In a roller coaster ride, friction occurs between the cars' wheels and the surface of the track. The mechanical energy taken away by friction does not disappear. Instead, it gets transferred from the wheels to the track as thermal (THUR-mull) energy, or heat. Thus, engineers must work out how much energy will be lost to friction before deciding on the height of the starting hill. They must also make sure every hill along the track is small enough so that the kinetic energy of the cars at the beginning of that hill is enough to move them over the top. ****As cars move up and over one hill, they have a little less energy for the next one because of friction.***

***After reading the passage:**

1. Name one factor that determines how much **potential** energy there is in a roller coaster ride.

2. Name one factor that affects how much total energy roller coaster cars contain during a ride.



Roller coasters have changed a lot since the ride first became popular. But did you know that the basic design principles remain the same?

The text you have read explored how energy can change from one form to another. Now show what you have learned so far about energy transfer in a roller coaster ride and how forces influence roller coaster design by answering these three questions. When you select an answer and click "Submit," your answer will be saved, and the next question will appear.

1. As a roller coaster car begins to ascend a hill, the energy transfer:

a. Changes from potential to kinetic

B. Changes from kinetic to potential

C. Does not take place.

2. The kinetic energy in roller coaster cars will be greatest:

A. At the top of the hill.

B. In the middle of the hill, going down.

C. At the bottom of the hill.

3. Why must roller coaster designers make hills later in the ride generally smaller than those earlier in the ride?

A. Because friction causes the cars to lose some of their energy.

B. Because kinetic energy is used up faster than potential energy.

C. Because gravity increases as the ride goes on.

Match It!

You will now check your understanding of the ***vocabulary*** words for this lesson by placing them in sentences.

Word Bank

transfer   potential   gravity   friction   kinetic   ascend   descend

1. The people in line watched the roller coaster cars slowly _________ the first hill.
2. The riders all screamed as the cars began to __________ and gain speed.
3. The _________ of energy explains how roller coaster cars move along their track.
4. The force of _________ and the height of the first hill determine how much energy roller coaster cars will use for the rest of the ride.
5. A speeding racecar has lots of ________ energy.
6. When the roller coaster sped down the hill, it lost its ________ energy.
7. The engineer designed special new wheels for the roller coaster cars to reduce the amount of ________ between them and the track.

Before moving to on, choose two words from the vocabulary list and write a new sentence for each word.

Vocabulary words: ascend, descend, friction, gravity, kinetic, potential, transfer

Sentence 1

Sentence 2

*In this activity, you will read more about the **transfer** of energy within a roller coaster ride. You will then highlight parts of the passage to answer two related questions.*

How are the different types of energy present in a roller coaster ride measured?

Whether it consists of an old wooden track with a few hills and turns or a modern steel track with corkscrews and loops, a roller coaster ride relies on the change of energy from one form to another.

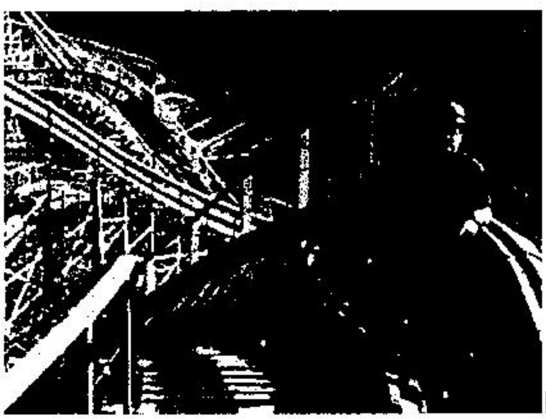
On a roller coaster, energy changes from potential to kinetic and back again many times over the course of a ride. Kinetic energy is energy that an object has as a result of its motion. All moving objects possess ***kinetic energy, which is determined by the mass (the amount of matter that makes up an object) and speed of the object.** Potential energy is the energy an object has as a result of its position with respect to Earth's surface. It is stored energy that has not yet been released. ***Potential energy is determined by the object's mass, the force of gravity, and its height off the ground.**

Roller coaster cars are usually pulled up the first hill by a chain. As the cars ascend, they gain potential energy. At the top of the hill, the cars have a great deal of potential energy. ****When the cars are released from the chain and begin coasting down the hill, potential energy transforms into kinetic energy until they reach the bottom of the hill. This kinetic energy then moves the cars up the next hill, and most of it is transformed back into potential energy. Then, when the cars descend this hill, that potential energy is again changed to kinetic *energy*.** The change between potential and kinetic energy continues throughout the ride, resulting in the transfer of energy that speeds and slows the cars.

***Question 1:** How are the different types of energy present in a roller coaster ride measured?

****Question 2** - How does energy change form during a roller coaster ride?

In this lesson, you have learned how energy changes form as roller coaster cars move along a track. You have also learned that engineers design roller coasters and other mechanical devices using their understanding of the **transfer** of energy.



Every roller coaster depends on the transfer of energy, whether it is a basic wooden track with only hills and turns or a modern steel track with loops and corkscrews.

6th Grade Social Studies

Week of April 20th-24th

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

Email: rhondaely2020@gmail.com

Phone: (817)677-8752

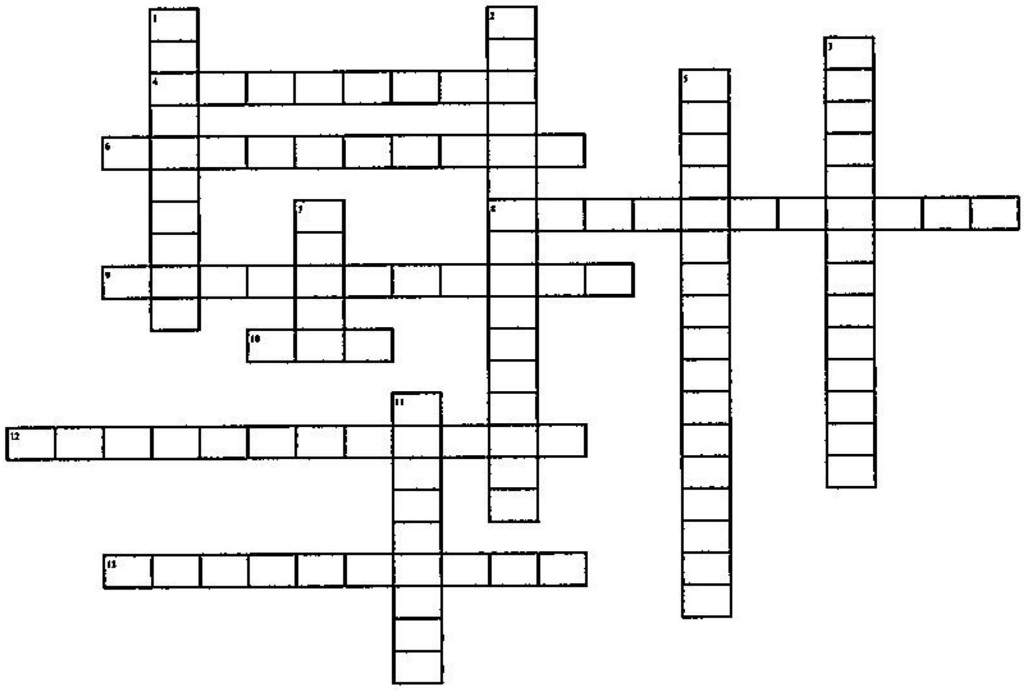
April 20th-24th

Each day study the Vocabulary Core Concepts 1.3,1.4,1.5 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 1.3,1.4,1.5 matching worksheet and crossword puzzle.

Current Event: April 20th -24th
Each day- Current Event Activity
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 in 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.

Keep up the great work! I hope you have a great week!
-Mrs. Ely

Core Concepts 1.3,1.4,1.5



Across

4. shows how much space on the map represents a given distance on the land

6. shows a larger area than the main map

8. shows physical, natural features

9. diagram of a compass showing directions

10. explains the symbols and shading on a map

12. shows political units such as countries or states

13. ways to map Earth on a flat surface

Down

1. loss of accuracy in the size or position of objects

2. photographic images of Earth's surface taken from the air such as in an airplane or helicopter

3. pictures of earth's surface taken from a satellite in orbit

5. shows the location or distribution of human or physical features

7. the area a given space on the map corresponds to in the real world

11. height above sea level on the map

Name: ______________________________ Date: ______________

Core Concepts 1.3,1.4,1.5

1. the area a given space on the map corresponds to in the real world	A. Elevation
2. shows a larger area than the main map	B. Satellite Image
3. shows how much space on the map represents a given distance on the land	C. Physical Map
4. photographic images of Earth's surface taken from the air such as in an airplane or helicopter	D. Projection
5. diagram of a compass showing directions	E. Compass Rose
6. pictures of earth's surface taken from a satellite in orbit	F. Aerial Photograph
7. shows physical, natural features	G. Special-Purpose Map
8. loss of accuracy in the size or position of objects	H. Distortion
9. height above sea level on the map	I. Locator Map
10. ways to map Earth on a flat surface	J. Political Map
11. shows political units such as countries or states	K. Scale Bar
12. explains the symbols and shading on a map	L. Scale
13. shows the location or distribution of human or physical features	M. Key

Core Concepts- 1.3, 1.4, 1.5 Vocabulary

1. Scale- the area a given space on the map corresponds to in the real world
2. Locator Map- shows a larger area than the main map
3. Geographic Information System (GIS)- computer-based systems that store and use information linked to geographic locations
4. Scale Bar- shows how much space on the map represents a given distance on the land
5. Aerial Photograph- photographic images of Earth's surface taken from the air such as in an airplane or helicopter
6. Compass Rose-diagram of a compass showing directions
7. Satellite Image- pictures of earth's surface taken from a satellite in orbit
8. Physical Map- shows physical, natural features
9. Distortion- loss of accuracy in the size or position of objects
10. Elevation- height above sea level on the map
11. Projection- ways to map Earth on a flat surface
12. Political Map- shows political units such as countries or states
13. Key- explains the symbols and shading on a map
14. Special-Purpose Map- shows the location or distribution of human or physical features

Schrimsher
ELA

The Shakespearean Mouse

Hi! My name is "The Shakespearean Mouse". That is what the Lord Chamberlain's Men call me.

They are the actors that perform William Shakespeare's plays at the Globe Theatre in London,

They are the actors that perform William Shakespeare's plays at the Globe Theatre in London, England. They are now performing Romeo and Juliet. It is one of William's best-known plays. They gave me my name because I only come out when William is around. He always bends down and gently feeds me delicious tidbits of cheese. He speaks quietly. I am never nervous when he is in the room.

Henry, on the other hand, makes me very nervous. He is always laughing in that hyena voice of his. He also likes to pound his fists on the table. I think he is upset because of the role he was given in the play. He has the role of Juliet. Yup, you heard me right. Henry plays the beautiful lady, complete with makeup and long flowing hair. The year is 1599, and only boys and men are actors.

Women are not allowed to perform in plays. It is considered "unfitting" for them to do so. Henry is only 13 years old. His voice is at a perfect pitch to play the role.

William's dream is to write plays that will be enjoyed by both farmers and royalty. So far, I think he is doing a pretty good job. There are many farmers who pay a penny to see a performance in the pit of the Globe Theatre. Royalty has been known to pay a few pennies more for gallery seats. I, however, have dreams of my own.

My dream is to meet the one and only, Queen Elizabeth I. I've only seen her from a distance. It was love at first sight. Her red hair, perfect skin, and gentle nature won my heart. I imagine the sweet, springtime smell of roses when she enters the room. I also hear robins singing a cheerful tune in the background. The actors often tease me about this, but William is very supportive. He believes in following dreams and working towards their goal. If I believe, I can achieve, he always says.

Henry just ran past me to enter the wardrobe and storage room. He must get ready extra early because of all the makeup he has to wear. I hear him practicing his lines, "Romeo, oh Romeo, Wherefore art thou Romeo?" The first time I heard those lines from the balcony, I thought Juliet was searching the area to find Romeo. William explained to me that "wherefore" doesn't mean "where". It actually means "why". Juliet is asking the question, "Why are you a Montague?" Juliet is a Capulet, and Romeo is a Montague. The Capulets and Montagues are fighting families. Juliet wishes that Romeo wasn't her enemy, so that they would be free to fall in love.

William keeps looking over at me and smiling. I know that smile. He has something secret in mind. He gently taps his upper right-hand pocket. This is a sign for me to jump in for a ride. I jump right in, and he immediately begins climbing the stairs to the gallery at the top of the Globe. We arrive just in time for my lady to make her entrance.

Queen Elizabeth I strolled in wearing a beautiful black dress with white trim, swinging a pomander at her side. The pomander was the source of the beautiful smell that filled the air. It was the smell of warm apples, hot out of the oven. Wealthy women often carry pomanders as a relief against bad smells. They also ward off sickness and disease. She placed it securely under her chair, and sat down quietly with a smile on her face.

William and Elizabeth greeted each other, and finally I was introduced. Elizabeth said she was delighted to meet me, as I made a gentlemanly bow. She laughed at me, but not in the sarcastic way Henry often did. She had joy, and even a little respect in her voice. The show was about to begin, so everyone gave their full attention to the performance.

Before the night was through, I sneaked into the pomander under her chair. I snuggled up in the base with the hope of being undetected.

It was very late when we arrived in the Greenwich Palace. Elizabeth made her excuses and immediately went to her bedroom. If I thought the Globe Theatre was big, the Palace of Placentia
immediately went to her bedroom. If I thought the Globe Theatre was big, the Palace of Placentia was huge! Now I have a new goal, which is to date the Queen of England. Hey, if Romeo and Juliet found happiness, why can't I? If I believe I can achieve, right?

Name ____ Date ________________

The Shakespearean Mouse

1. Highlight the sentences from the passage that show the dreams of both Shakespeare and the mouse. (Change the font color.) Then, explain how their dreams are different from each other.

2. Highlight two sentences from paragraph two that BEST show Henry's personality. (Change the text color.) Then, write down several adjectives to describe his character.

3. The word "unfitting" means "not proper". Which words or phrases from paragraph two BEST support this definition?

4. What can you infer (guess) about Queen Elizabeth I's personality from the passage? Cite evidence to prove your ideas.

5. Name the theme of the story. The theme is the message that the author wants the reader to walk away knowing. Consider the mouse's goal and the ending of the story.

6. Highlight the sentences from the story that prove the genre (type of writing) is "historical fiction". (Change the font color.) Think about the meanings of the words "historical" and "fiction". Then, write a definition of this genre in your own words.

7. Explain why the author chose to include a map of the Globe Theatre.

8. Read this sentence from paragraph five: I hear him practicing his lines, "Romeo, oh Romeo, Wherefore art thou Romeo?" **Based on information from this paragraph, what is Juliet asking Romeo?**

9. Think about the elements of plot in this story: exposition, conflict, rising action, climax, falling action and resolution. Fill in the graph with statements that represent each of the elements of plot from "The Shakespearean Mouse".

Exposition (characters and setting introduced):

Conflict (problem):

Rising Action:

Climax (solution visible):

Falling Action:

Resolution (ending):

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

Phone: 405-802-1808
Email: denton.walker20@gmail.com
Office Hours: Monday-Friday 1:00-3:00

week 3

1. Use a place value chart to find the sum.

$14.065 + 13.8542 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #16

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2. Add.

$7.82 + 3.209 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #17

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3. Add.

$3.7 + 2.774 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #18

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4. Add.

$12.829 + 10.07 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #19

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5. Add.

$20.35 + 13.748 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #20

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6. Add.

$11.212 + 7.36 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #21

7. Add.

$14.91 + 2.095 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #22

8. Subtract.

$4.58 - 3.12 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #29

9. Subtract.

$8.629 - 5.309 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #30

10. Subtract.

$6.98 - 2.614 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #31

11. Subtract.

$15.131 - 11.57 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #32

12. Subtract.

$13.5 - 10.856 = \square$

Grade 6: MRL>Chapter 2>Section 2.4>Exercises: 1 - 58> Question #33

13. Multiply.

$$\begin{array}{r} 4.8 \\ \times \quad 7 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #17

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14. Multiply.

$$\begin{array}{r} 6.3 \\ \times \quad 5 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #18

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15. Multiply.

$$\begin{array}{r} 7.19 \\ \times \quad 16 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #19

---

16. Multiply.

$$\begin{array}{r} 0.87 \\ \times \quad 21 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #20

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17. Multiply.

$$\begin{array}{r} 5.89 \\ \times \quad 5 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #22

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18. Multiply.

$$\begin{array}{r} 3.472 \\ \times \quad 4 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #23

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19. Multiply.

$$\begin{array}{r} 8.188 \\ \times \quad 12 \\ \hline \end{array}$$

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #24

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20. Multiply.

100×0.024

The product is ☐.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #25

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21. Multiply.

19×0.004

The product is $\square$.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #26

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22. Mulitply.

3.27×14

The product is $\square$.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #27

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23. Multiply.

$46 \cdot 5.448$

The product is $\square$.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #28

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24. Multiply.

50×12.21

The product is $\square$.

Grade 6: MRL>Chapter 2>Section 2.5>Exercises: 1 - 74> Question #29

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25. Divide.

$837 \div 27 = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #17

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26. Divide.

$1088 \div 34 = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #18

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27. Divide.

$903 \div 72 = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #19

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28. Divide.

$6409 \div 61 = \square\frac{\square}{\square}$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #20

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29. Divide.

$\frac{5986}{82} = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #21

---

30. Divide.

$6200 \div 163 = \square\frac{\square}{\square}$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #22

---

31. Divide.

$6255 \div 118 = \square\frac{\square}{\square}$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #23

---

32. Divide.

$\frac{588}{84} = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #24

---

33. Divide.

$7440 \div 124 = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #25

---

34. Divide.

$26,862 \div 407 = \square$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #26

---

35. Divide.

$8241 \div 173 = \square\frac{\square}{\square}$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #27

---

36. Divide.

$\frac{33,505}{160} = \square\frac{\square}{\square}$

Grade 6: MRL>Chapter 2>Section 2.6>Exercises: 1 - 37> Question #28

---

37. Divide.

$6\overline{)25.2}$

The quotient is $\square$.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #11

---

38. Divide.

$5\overline{)33.5}$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #12

---

39. Divide.

$7\overline{)3.5}$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #13

---

40. Divide.

$8\overline{)10.4}$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #14

---

41. Divide.

$38.79 \div 9$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #15

---

42. Divide.

$37.72 \div 4$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #16

---

43. Divide.

$43.4 \div 7$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #17

---

44. Divide.

$22.505 \div 7$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #18

---

45. Divide.

$44.64 \div 8$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #19

---

46. Divide.

$0.294 \div 3$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #20

---

47. Divide.

$3.6 \div 24$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #21

48. Divide.

$52.014 \div 20$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #22

49. Divide.

$2.1\overline{)25.2}$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #27

50. Divide.

$3.8\overline{)34.2}$

The quotient is ☐.

Grade 6: MRL>Chapter 2>Section 2.7>Exercises: 1 - 75> Question #28

WEB MATH MINUTE

ALL MATH TESTS from 1 to 12

NAME ____________________

SCORE ____________________

72 ÷ 9	7 + 5	8 - 3	4 + 10	8 - 1	5 ÷ 1	12 x 10	5 x 12	72 ÷ 8	6 x 7
10 - 2	10 x 8	11 - 10	3 + 2	5 + 10	9 + 2	16 ÷ 2	18 ÷ 6	11 - 3	72 ÷ 8
4 + 6	7 x 3	3 x 12	18 ÷ 3	7 x 8	8 x 5	120 ÷ 12	8 - 3	6 - 2	11 + 10
11 - 1	11 x 8	8 x 11	15 ÷ 5	12 x 12	49 ÷ 7	12 ÷ 4	12 + 12	3 + 6	40 ÷ 5
9 + 3	3 x 2	11 x 10	96 ÷ 12	84 ÷ 12	6 - 1	11 x 8	9 x 8	10 + 11	12 x 6
36 ÷ 3	60 ÷ 5	9 x 4	3 x 12	2 x 6	12 + 7	25 ÷ 5	2 - 2	12 - 11	11 ÷ 11
9 + 11	10 - 7	6 x 6	3 x 9	12 + 11	9 x 10	11 + 3	10 + 5	3 + 3	7 + 4
60 ÷ 12	5 x 6	10 + 12	18 ÷ 3	6 ÷ 3	4 x 11	110 ÷ 10	11 + 7	10 - 1	3 x 4
3 x 8	1 + 12	90 ÷ 9	12 + 3	11 - 5	8 + 8	3 + 6	12 x 5	6 - 2	6 x 9
1 + 11	7 + 12	63 ÷ 9	7 + 9	9 x 7	1 + 3	4 x 5	4 + 5	11 x 6	2 + 11

WEB MATH MINUTE

ALL MATH TESTS from 1 to 12

NAME ____________________

SCORE ____________________

9	12	24	7	3	9	11	60	8	10
+ 11	+ 6	÷ 12	- 1	+ 3	+ 3	x 7	÷ 10	- 7	- 1
3	4	4	1	12	7	9	4	8	8
+ 7	x 6	x 8	+ 9	- 7	x 9	+ 7	÷ 1	- 3	- 8
121	2	48	4	5	9	15	32	2	8
÷ 11	- 1	÷ 6	x 7	x 1	- 8	÷ 5	÷ 8	x 11	+ 6
44	9	1	12	8	12	7	50	4	10
÷ 4	+ 5	x 1	+ 4	+ 8	÷ 4	+ 7	÷ 10	x 11	+ 7
12	12	6	9	10	1	10	12	9	4
- 6	x 3	÷ 3	+ 3	x 10	÷ 1	- 7	- 12	+ 4	x 2
5	9	6	3	3	11	10	4	7	10
+ 1	- 1	x 2	x 11	x 9	x 9	+ 6	+ 5	- 2	- 5
9	8	12	6	3	18	12	20	66	10
- 6	x 6	x 11	x 1	+ 4	÷ 2	- 3	÷ 4	÷ 11	+ 8
6	9	8	11	6	96	18	10	84	6
÷ 2	- 9	- 3	- 2	x 4	÷ 12	÷ 3	+ 7	÷ 12	x 9
9	8	1	5	9	10	3	12	2	1
x 12	- 8	+ 11	+ 9	- 2	- 5	x 3	+ 1	+ 8	÷ 1
9	5	10	99	1	60	11	6	7	8
x 9	- 5	+ 5	÷ 9	+ 6	÷ 10	+ 12	+ 12	x 1	x 2