

6th Grade Social Studies

Week of April 27th- May 1st

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

Email: rhondaely2020@gmail.com

April 27th- May 1st

Each day study the Vocabulary Core Concepts 2.1-2.3 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 2.1-2.3 matching worksheet and crossword puzzle.

Study the Continents and Oceans of the World map.

Complete the Continents and Oceans review map.

Current Event: April 27th – May 1st

Each day- Current Event Activity

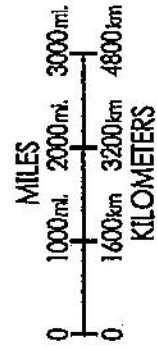
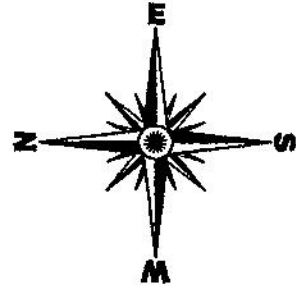
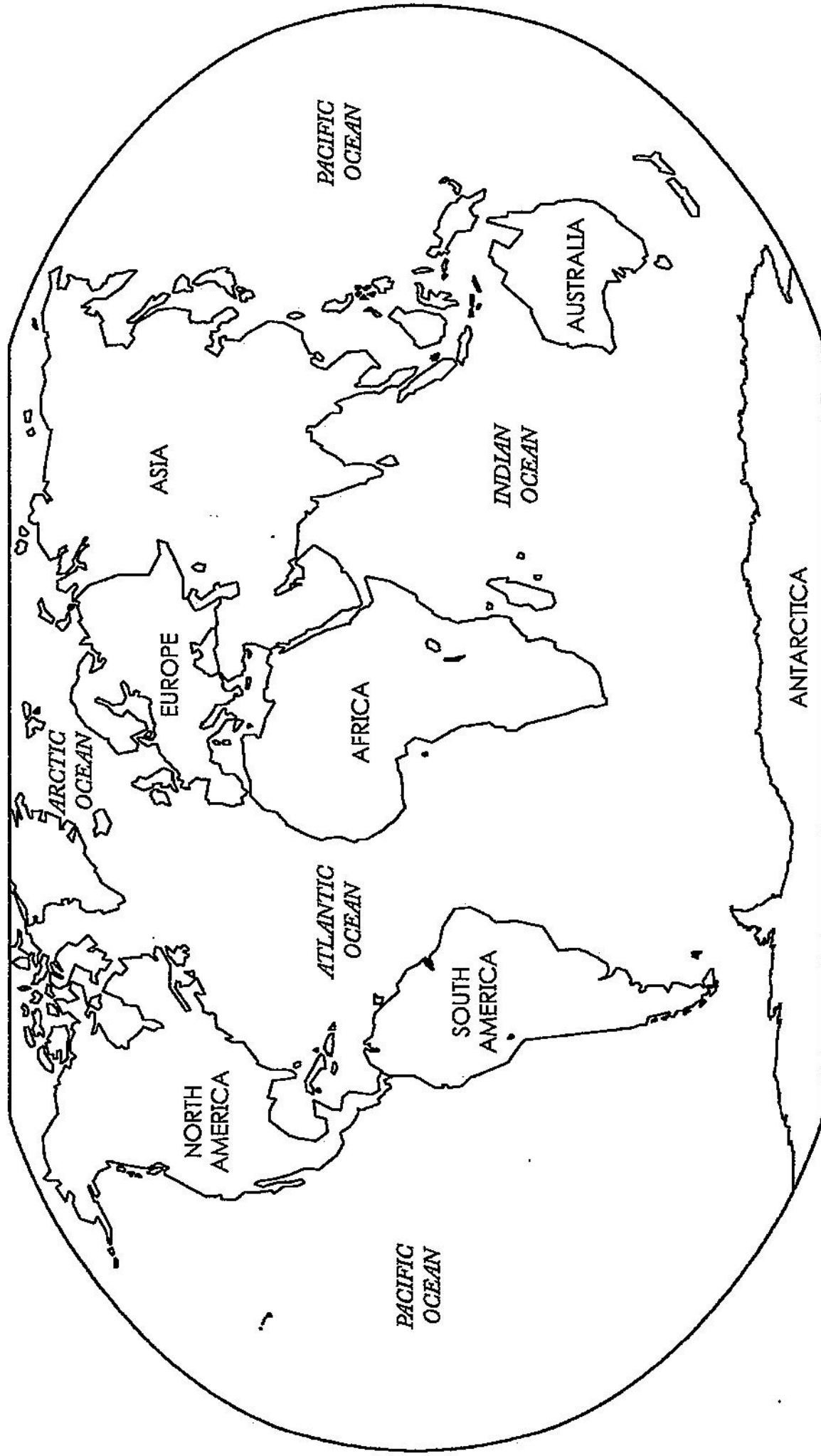
Watch CNN 10 on the internet. Take notes while watching CNN 10 (you can pause it as you are taking notes or watch it a couple of times). Comment in google classroom about one or two of the news events.

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

Continents and Oceans of the World



Name: _____

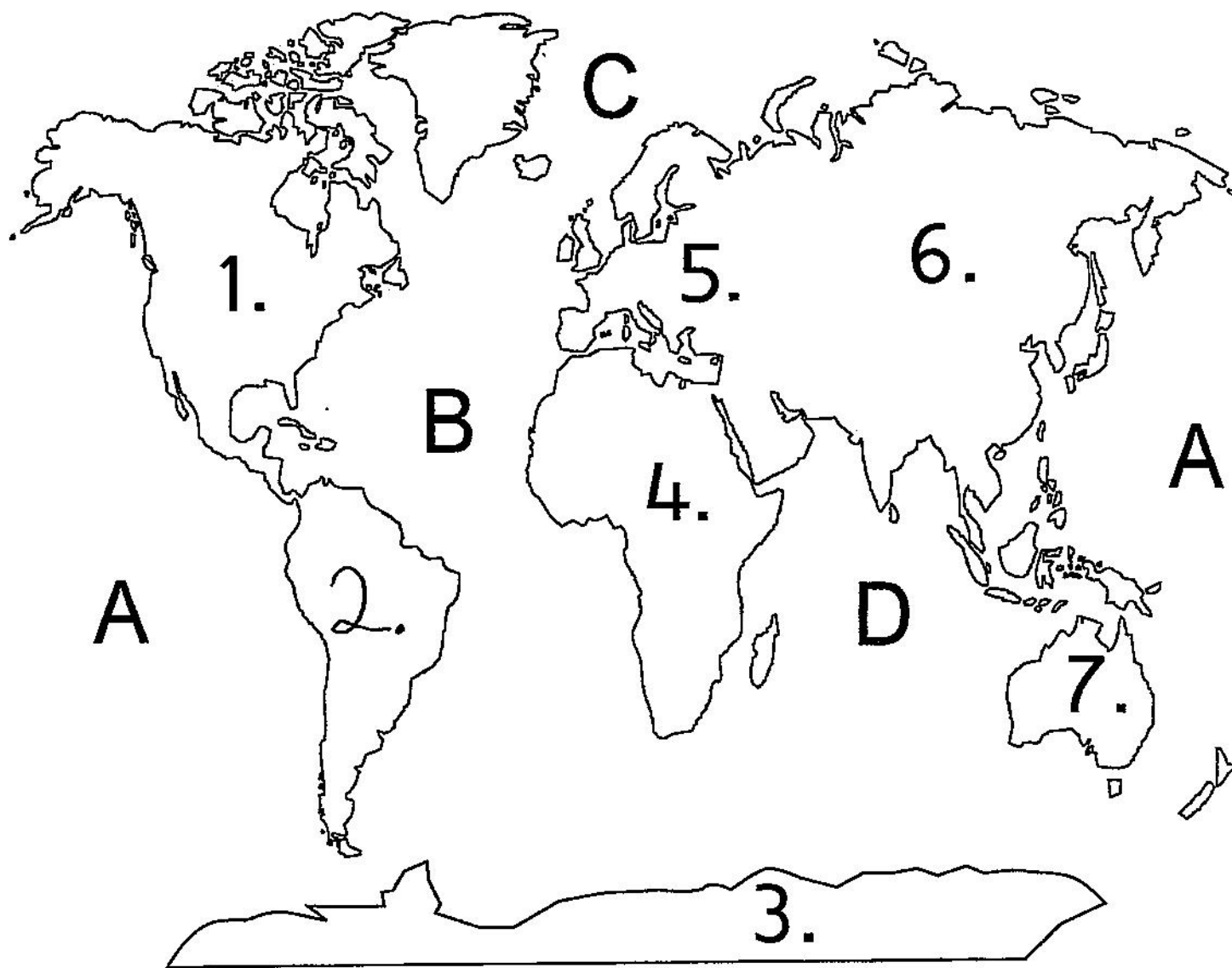
Date: _____

Core Concepts 2.1-2.3

1. circular journey around the sun; takes 1 full year (365 $\frac{1}{4}$ days)
2. path one object makes as it circles another
3. imaginary line running around the Earth between the North and South Poles
4. point at which days are longest in one hemisphere and shortest in another
5. point at which everywhere on Earth, days and nights are nearly equal in length
6. complete turn; takes 24 hours
7. areas sharing the same time
8. sphere of very hot metal at the center of Earth
9. thick layer of gases or air
10. thick rocky layer around Earth's core
11. shapes and types of land
12. thin layer of rocks and minerals that surrounds Earth's mantle

- A. Time zones
- B. Orbit
- C. Equinox
- D. Mantle
- E. Crust
- F. Rotation
- G. Revolution
- H. Atmosphere
- I. Axis
- J. Core
- K. Solstice
- L. Landform

Name: _____ Date _____



Write down the names of continents and oceans!

1. _____	4. _____	A. _____
2. _____	5. _____	B. _____
3. _____	6. _____	C. _____
	7. _____	D. _____

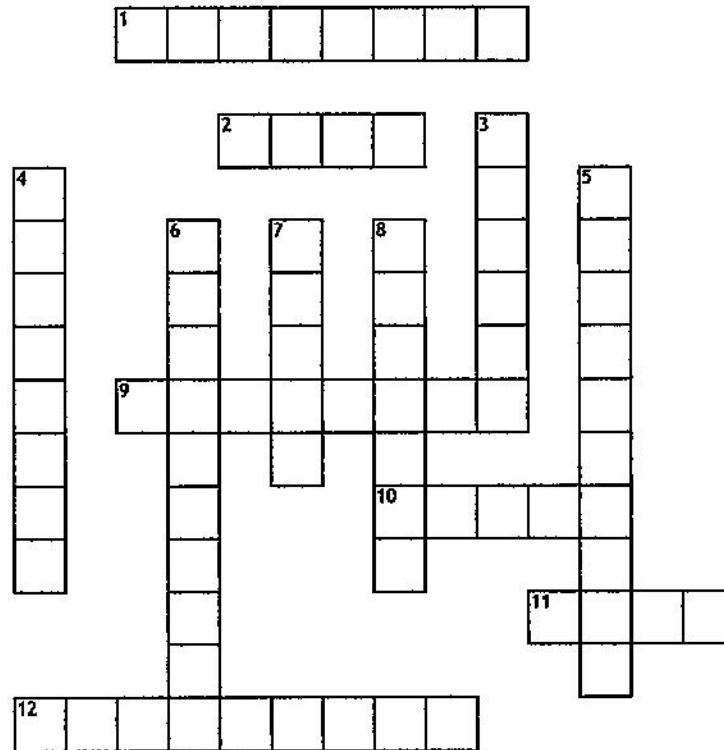
Vocabulary Core Concepts 2.1-2.3

1. Revolution- circular journey around the sun; takes 1 full year (365 $\frac{1}{4}$ days)
2. Orbit- path one object makes as it circles another
3. Axis- imaginary line running around the Earth between the North and South Poles
4. Solstice- point at which days are longest in one hemisphere and shortest in another
5. Equinox- point at which everywhere on Earth, days and nights are nearly equal in length
6. Rotation- complete turn; takes 24 hours
7. Time zones- areas sharing the same time
8. Core-sphere of very hot metal at the center of Earth
9. Atmosphere- thick layer of gases or air
10. Mantle- thick rocky layer around Earth's core
11. Landform- shapes and types of land
12. Crust- thin layer of rocks and minerals that surrounds Earth's mantle

Name: _____

Date: _____

Core Concepts 2.1-2.3 Crossword



Across

1. shapes and types of land
2. imaginary line running around the Earth between the North and South Poles
9. point at which days are longest in one hemisphere and shortest in another
10. path one object makes as it circles another
11. sphere of very hot metal at the center of Earth
12. areas sharing the same time

Down

3. thick rocky layer around Earth's core
4. complete turn; takes 24 hours
5. circular journey around the sun; takes 1 full year (365 ¼ days)
6. thick layer of gases or air
7. thin layer of rocks and minerals that surrounds Earth's mantle
8. point at which everywhere on Earth, days and nights are nearly equal in length

Horn – 6th Grade Science Lessons for Weeks of 4/27/20

Dear Parent/Guardian and Student:

Week of 4/27/20: "Magnetism and Electricity" – Students should not spend more than 30 minutes a day on this assignment and should do the best they can on their own as this assignment has been scaled down to enable the students to work independently.

Please also watch the following programs:

- **Monday - 4/27/20 - 2:30 p.m. - OETA Channel 13 - Wild Kratts "Build It Beaver" –**
Science Concept: Ecosystems - 30 minutes – **write down 8 to 10 facts from the first part of the show to the last including any information given on ecosystems –**
An **ecosystem** is a large community of living organisms (plants, animals and microbes) in a particular area.
- **Wednesday - 4/29/20 - 2:30 p.m. – OETA Channel 13 – Wild Kratts "Mom of Croc" –**
Science Concept: Heat transfer through conduction – **write down 8 to 10 facts from the first part of the show to the last including any information given on heat transfer through conduction – the transfer of heat through direct contact.**



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.

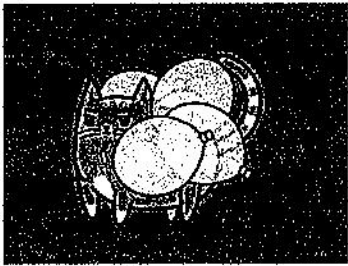
Sincerely,

Ms. Horn

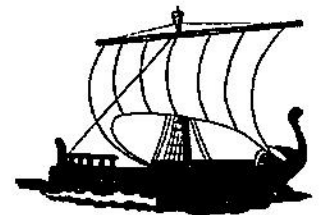
Magnetism and Electricity

The Invisible Forces: There are three forms of energy that exert an invisible force on other objects without touching: static electricity, magnetism and gravity.

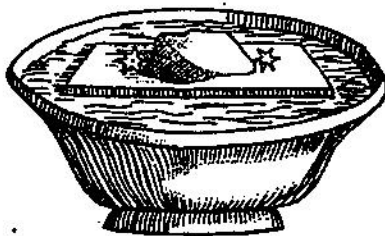
Static electricity



What is magnetism? Magnetism is the properties and interactions of magnets.

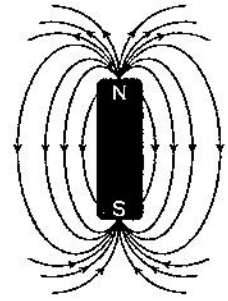
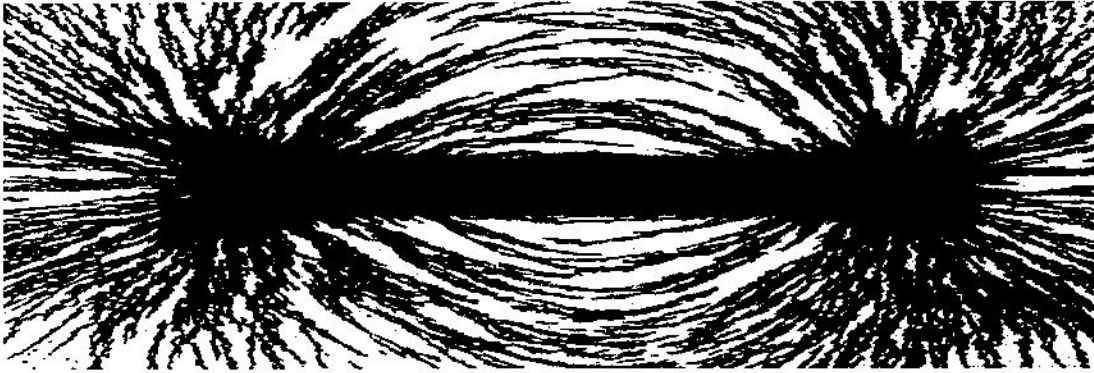


The earliest magnets were found naturally in the mineral magnetite which is abundant the rock-type lodestone. These magnets were used by the ancient peoples as compasses to guide sailing vessels.



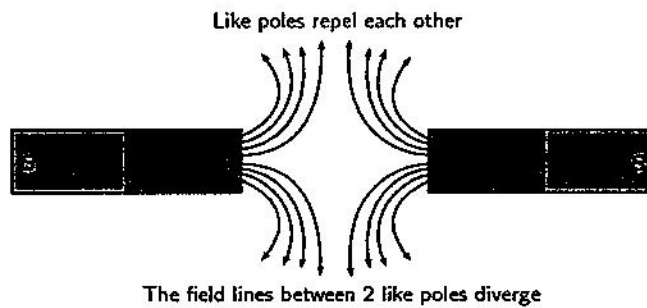
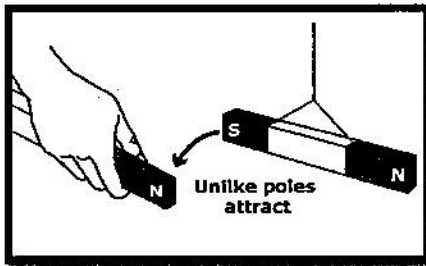
Medieval floating compass - The first magnets were not invented, but rather were found from a naturally occurring mineral called magnetite.

Magnets produce magnetic forces and have magnetic field lines.

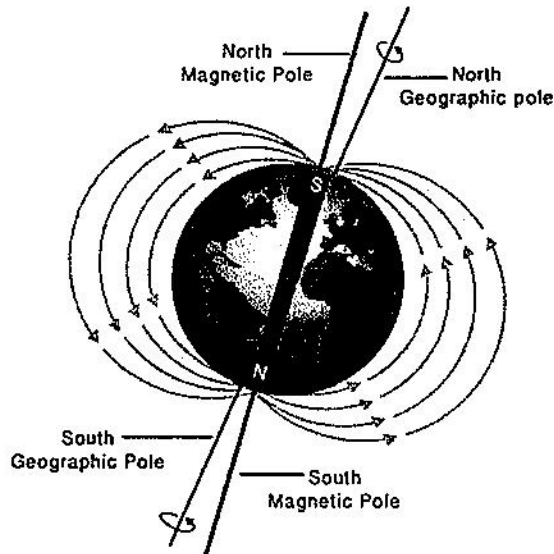


Magnets have two ends or poles, called north and south poles. At the poles of a magnet, the magnetic field lines are closer together and the strongest.

Unlike poles of magnets attract each other and like poles of magnets repel.



The earth is like a giant magnet!



The nickel iron core of the Earth and its rotation about its axis gives the Earth a magnetic field much like a bar magnet.

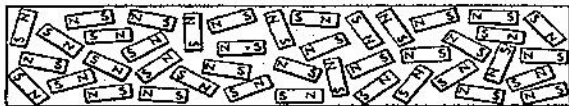
What are magnetic domains?

Magnetic substances like iron, cobalt, and nickel are composed of small areas where the groups of atoms are aligned like the poles of a magnet. These regions are called domains. All of the domains of a magnetic substance tend to align themselves in the same direction when placed in a magnetic field. These domains are typically composed of billions of atoms.

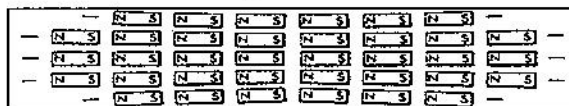
Magnetic Domains Theory

Groups of atoms acting like tiny bar magnets.

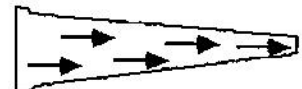
Unmagnetized.



Magnetized.

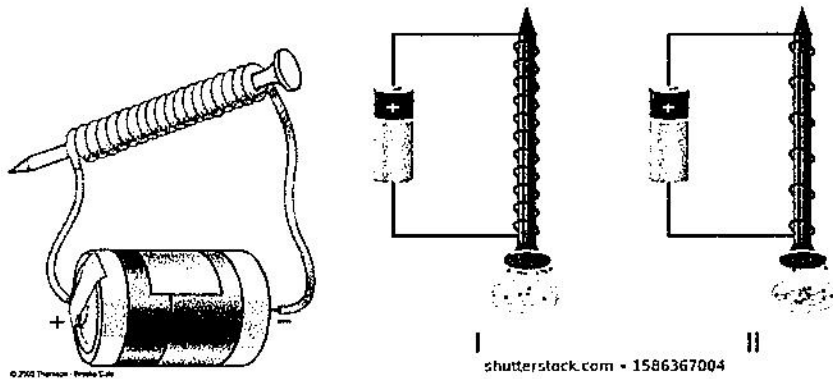


Unmagnetized nail:
random directions



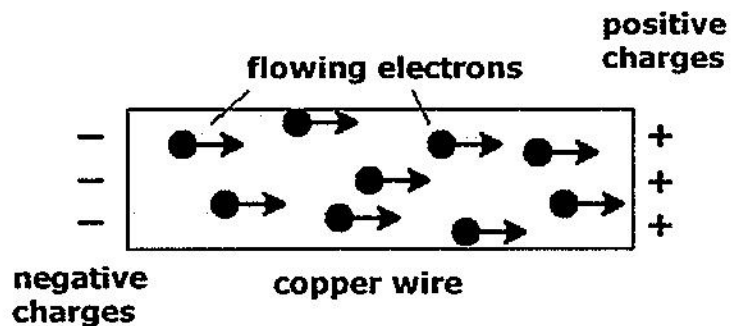
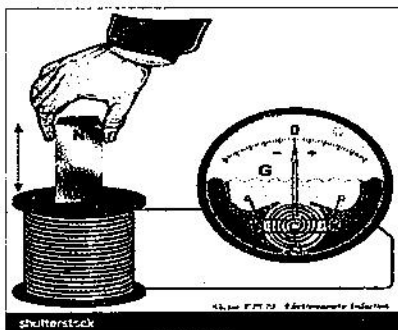
Magnetized nail:
tiny magnets align

Electricity and Magnetism – how are they related?

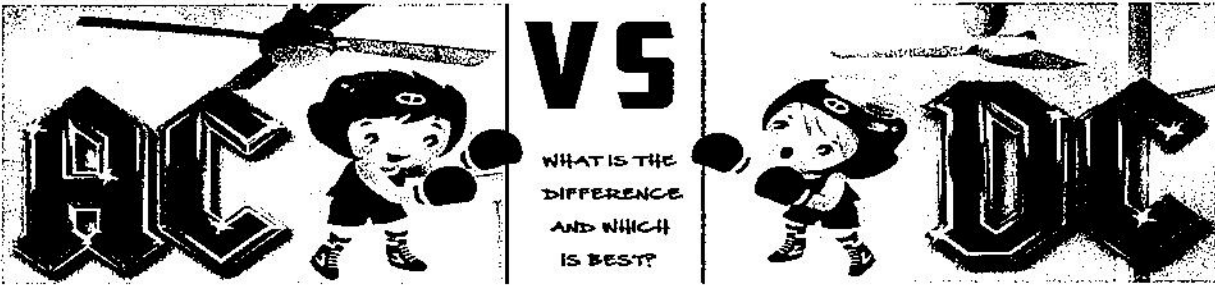


When an electric current is passed through a coil of wire wrapped around a metal core, a very strong magnetic field is produced. This is called an electromagnet. *The strength of the power source and the amount of loops wrapped around the iron core determines the electromagnet's strength.*

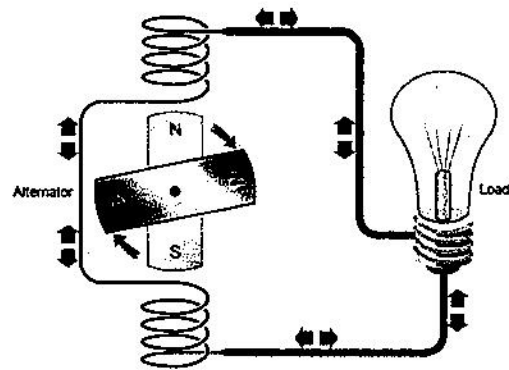
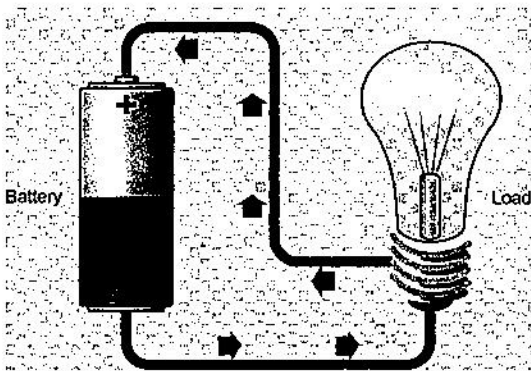
We have seen how electricity can produce a magnetic field, but a magnetic field can also produce electricity! How?



Moving a magnet through a loop of wire produces an electric current. This is electromagnetic induction. *Electric current is caused by flow of free electrons from one atom to another. An electric current's force is determined by distance and charge.* The first factor is the amount of charge on each object. The greater the charge, the greater the electric force. The second factor is the distance between the charges. The closer together the charges are, the greater the electric force.



Direct current versus alternating current – AC vs DC : What’s the difference?
Direct current is electrical current which comes from a battery which supplies a constant flow of electricity in one direction. Alternating current is electrical current which comes from a generator or alternator and its current flows in both directions.



Please answer the following questions:

1. What are the three invisible forms of energy that exert forces on other objects without touching them?
2. What is magnetism?
3. What were the earliest known magnets and how were they used?
4. Where is the magnetic field the strongest on a bar magnet?
5. Unlike poles _____, whereas like poles _____.
6. What is most directly responsible for Earth's magnetic field?
7. What determines whether or not a material is magnetic?
8. How are electricity and magnetism related?
9. What determines an electromagnet's strength?
10. How can a magnetic field produce electricity?
11. How is electric current formed?
12. What determines the strength of an electric current?
13. What is the difference between direct current and alternating current?

Mrs. Schrimsher - ELA

Roberto and Julia

Roberto has a problem that has been around for centuries. He has fallen in love with the wrong girl.

Julia is the daughter of his enemy. They fell in love on the steps that separate their two worlds. Steps that are forbidden.

It is the year 2525, and overpopulation is a big problem. Ten years ago, the lawmakers of Zorien decided to do something about it. They created a whole new village underground. It had housing developments, schools, playgrounds and shopping malls. Families were randomly chosen through a lottery to move underground. Objections to these orders were not allowed. Once underground, contact between the two civilizations was forbidden. They would be living in two separate worlds.

It didn't take long for the people living above, the Highlanders, to gain a feeling of superiority over the Underlings who lived below. Living above made them feel "better" and more important. In fact, the word "Underling" soon became the highest level of insult among Highlander teenagers. To be called an "Underling" became a reason to fight.

At first, life underground for the Underlings was pretty good. They enjoyed the new facilities.

Football games were played on Friday nights at the various high schools. Parents worked at jobs they enjoyed. Children went on after high school to pursue advanced degrees.

After living underground for ten years, most teenagers didn't really think about the disadvantages. After all, they were in preschool when they moved below. They didn't remember much about life above ground. Julia was an exception to this rule. She was

obsessed with going back upstairs. She missed the feeling of the sun shining on her face, and the wind blowing through her hair. She missed the sounds of birds singing in the trees, and the smell of springtime flowers. It is this desperation that brought her to the bottom of the stairwell on that fateful day. The only stairwell that separated these two worlds.

Since Roberto was a Highlander, he had access to the benefits Julia was missing. So, of course, those were the things that he didn't pay much attention to. He did, however, have an obsession of his own. Highlanders had many rights, but they were forbidden to go down the stairwell to the population below. Hence, his obsession. Since his father was a high officer of Zorien, he had access to the codes of the door that led to the stairwell. Roberto came across the codes one day in his father's "secret hiding spot", and memorized them.

It all happened on a beautiful spring morning in April. Julia was at the bottom of the stairwell, desperately searching for a crack of sunlight from the doorway above. The sunshine, however, hit her like a tidal wave when Roberto came bursting through the door.

"What are you doing here?" Roberto asked with authority in his voice.

Julia fell to the ground, shielding her eyes from the sun's penetrating rays. After ten years underground, she had forgotten the strength behind the sunshine. After a few minutes, she stole a glance in Roberto's direction. That's all it took. Just one glance. Roberto's anger and feelings of superiority vanished in that moment. It was love at first sight.

They began meeting at the stairwell every Friday. They exchanged hopes and dreams. They exchanged letters and small gifts. They promised to never let the world get in their way.

Everything came to a screeching halt when Roberto's father, Angelo, caught them on the stairs. He found one of Julia's letters, enclosed with rose petals. Where had Julia gotten the flower petals?

Flowers did not grow below. Roberto must have initially given the flowers to Julia, who returned some of the petals in the letter.

Roberto and Julia begged Angelo to keep their secret, but he refused. His son had broken a major law in Zorien. Angelo insisted on reporting them to the authorities.

The Chief Council of Zorien met, and it was only Angelo's high position in the department that kept Roberto out of jail. A warrant for the arrest of Julia was sent to the Underlings. The warrant was ignored, as the Underlings knew Julia would never get a fair trial. More orders were sent, but each of them was ignored.

This infuriated the Highlanders, who wanted to put the Underlings in their place. As time went on their anger grew, and talk of a full-scale attack began to take place. The Highlanders wanted to show the Underlings who was in charge.

Army tanks from long ago were called out of storage. Unfortunately, they hadn't been tested on Zorien since the village was created below. The leaders were in such a hurry to show their dominance, that they didn't consider this important fact.

Twenty tanks pulled into Zorien from all different angles. The rumbling could be heard from miles around. The weight of the tanks was too much for the platform that separated the Highlanders from the Underlings, and the ground began to cave-in.

As soon as Roberto realized what was happening, he took off like a shot for the stairwell. Angelo saw Roberto leave, and followed closely behind. Roberto was halfway down the stairs when he saw

Julia from a distance running towards him. They almost made it. Roberto and Julia were within five feet of each when their worlds literally collided.

There were many deaths that day, mostly among the Underlings. Fortunately for Roberto and Julia, they were not among the dead. Angelo pulled them both out of the rubble after dialing 911. They both survived, but spent many months recovering in the hospital.

With the collapse of the platform, the deaths, and the injuries, the Highlanders finally saw the error of their ways. They settled their differences with the Underlings, and helped them rebuild. These two groups no longer refer to each other as Highlanders and Underlings, but simply, as Zoriens.

Many staircases and elevators were built, and all Zoriens now travel and live wherever they please.

Roberto and Julia will be starting their senior year at Zorien High School in the fall.

Name _____ Date _____

Roberto and Julia

1. What is the theme of this story? Name details that prove this theme.

2. Highlight sentences from the story that BEST represent the conflict and the climax (the problem and its outcome). (Change the font color.) Then, summarize the conflict and the climax in your own words without using personal opinion.

3. Analyze and explain how the setting of this story increased the conflict and pushed the plot forward.

4. Highlight the sentences from the story that show Roberto's changing feelings. (Change the font color.)

What caused Roberto to change his mind about the Underlings?

5. There are at least two similes, two metaphors, and two examples of personification in this story. Try to find and highlight all of them (change the font color). Choose one to analyze below, and then explain its impact on the story.

Simile – A comparison using “like” or “as” (Beth is as pretty as a picture).

Metaphor – A comparison saying one thing “is” something else (Andrew is an angel).

Personification – Giving human qualities to something non-human (the wind whispered).

6. Analyze the different points of view of Angelo and Roberto concerning Julia.

7. Explain the additional information you would learn about this story if it became a play. What would you “see” and “hear” that would be different?

8. This is a science-fiction story. Compare it to another science-fiction story that you read or saw in the movies.

9. In the spaces below, list the advantages and disadvantages of a dramatic performance of Roberto and Julia. Think about what you would “see” and “hear”. Then, explain which is the better structure for this story.

Advantages:

Disadvantages:

Which is the best structure, dramatic or narrative? Cite the evidence for your decision.

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

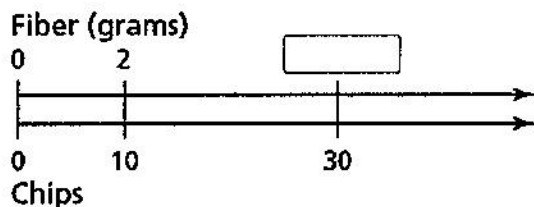
Phone: 405-802-1808

Email: denton.walker20@gmail.com

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

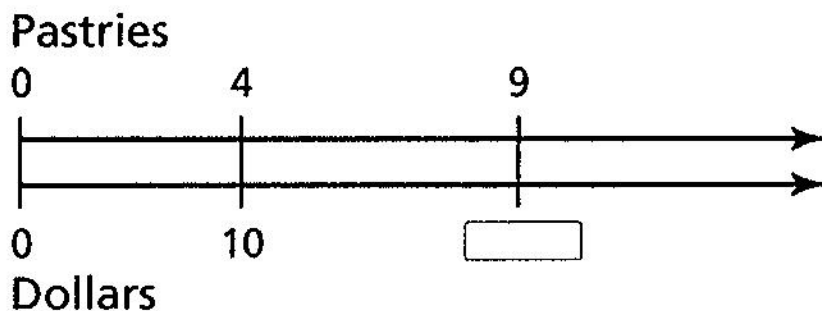
Review

1. Enter the missing quantity in the double number line.



Grade 6: OK>Chapter 3>Section 3.1> Question #4

2. Enter the missing quantity in the double number line.



Grade 6: OK>Chapter 3>Section 3.1> Question #5

3. Divide. Write the answer in simplest form.

$$1\frac{3}{8} \div \frac{3}{4} = \square \frac{\square}{\square}$$

Grade 6: OK>Chapter 3>Section 3.1> Question #6

4. Write and evaluate an expression for the problem.

The scores on your first two history tests are 82 and 95. By how many points did you improve on your second test?

An expression is .

You improved by points on your second test.

Grade 6: OK>Chapter 3>Section 3.1> Question #10

5. Write and evaluate an expression for the problem.

You buy a hat for \$12 and give the cashier a \$20 bill. How much change do you receive?

An expression is .

The change received is \$.

Grade 6: OK>Chapter 3>Section 3.1> Question #11

6. Identify the terms, coefficients, and constants in the expression.

$$g + 12 + 9g$$

Term(s):

Coefficient(s):

Constant(s):

- ⚡ 9g

⚡ 9

⚡ g

⚡ 12

⚡ g, 12, 9g

⚡ 1, 9

⚡ 1, 9, 12

⚡ 9, 12
- ⚡ none

Grade 6: OK>Chapter 3>Section 3.1> Question #15

7. Identify the terms, coefficients, and constants in the expression.

$$5c^2 + 7d$$

Term(s):

Coefficient(s):

Constant(s):

☐ $5c^2$
☐ $7d$
☐ 5
☐ c^2
☐ $5c^2, 7d$
☐ 7
☐ $5, 7$
☐ none

☐ c, d

Grade 6: OK>Chapter 3>Section 3.1> Question #16

8. Write the expression using exponents.

$$b \cdot b \cdot b = \square$$

Grade 6: OK>Chapter 3>Section 3.1> Question #22

9. Evaluate the expression when $b = 2$.

$$b \cdot 5 = \square$$

Grade 6: OK>Chapter 3>Section 3.1> Question #32

10. Evaluate the expression when $c = 12$.

$$c - 1 = \square$$

Grade 6: OK>Chapter 3>Section 3.1> Question #33

11. The expression represents the amount of change you receive after buying n sandwiches. Match each part of the expression to what it represents.

$$10 - 5.25n$$

10	—	
$5.25n$	—	
5.25	—	
n	—	

total cost

number of sandwiches

the amount of money that you have

price per sandwich

Grade 6: OK>Chapter 3>Section 3.2> Question #11

12. Write the phrase as an expression.

5 less than 8

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #14

13. Write the phrase as an expression.

28 divided by 7

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #16

14. Write the phrase as an expression.

the total of 6 and 10

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #17

15. Write the phrase as an expression.

3 fewer than 18

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #18

16. Write the phrase as an expression.

13 subtracted from a number x

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #20

17. Write the phrase as an expression.

5 times a number d

An expression is .

Grade 6: OK>Chapter 3>Section 3.2> Question #21

18. Evaluate the expression.

$$8.092 + 3.5 = \boxed{}$$

Grade 6: OK>Chapter 3>Section 3.3> Question #9

19. Evaluate the expression.

$$16.78 - 12.237 = \square$$

Grade 6: OK>Chapter 3>Section 3.3> Question #10

20. Evaluate the expression.

$$9.17 + 1.83 + 2.641 = \square$$

Grade 6: OK>Chapter 3>Section 3.3> Question #11

21. Match the expression with an equivalent expression.

$$3 + 3 + y$$

- ☐ A. $y \cdot 3$
- ☐ B. $y + 3 + 3$
- ☐ C. $y(3 \cdot y)$
- ☐ D. $(3 + y) + y$

Grade 6: OK>Chapter 3>Section 3.3> Question #15

22. Match the expression with an equivalent expression.

$$(y \cdot y) \cdot 3$$

- ☐ A. $y \cdot 3$
- ☐ B. $y + 3 + 3$
- ☐ C. $y(3 \cdot y)$
- ☐ D. $(3 + y) + y$

Grade 6: OK>Chapter 3>Section 3.3> Question #16

23. Match the expression with an equivalent expression.

$$3 \cdot 1 \cdot y$$

- ☐ A. $y \cdot 3$
- ☐ B. $y + 3 + 3$
- ☐ C. $y(3 \cdot y)$
- ☐ D. $(3 + y) + y$

Grade 6: OK>Chapter 3>Section 3.3> Question #17

24. Tell which property the statement illustrates.

$$5 \cdot p = p \cdot 5$$

Property of

Grade 6: OK>Chapter 3>Section 3.3> Question #19

25. Tell which property the statement illustrates.

$$2 + (12 + r) = (2 + 12) + r$$

Property of

Grade 6: OK>Chapter 3>Section 3.3> Question #20

26. Tell which property the statement illustrates.

$$4 \cdot (x \cdot 10) = (4 \cdot x) \cdot 10$$

Property of

Grade 6: OK>Chapter 3>Section 3.3> Question #21

27. Tell which property the statement illustrates.

$$(c + 2) + 0 = c + 2$$

Property of

28. Tell which property the statement illustrates.

$$a \cdot 1 = a$$

▼ Property of ▼

29. Use the Distributive Property to simplify the expression.

$$6(s - 9) = \square$$

30. Use the Distributive Property to simplify the expression.

$$7(8 + y) = \square$$

31. Use the Distributive Property to simplify the expression.

$$8(12 + a) = \square$$

32. Use the Distributive Property to simplify the expression.

$$9(2n + 1) = \square$$

33. Use the Distributive Property to simplify the expression.

$$12(6 - k) = \square$$

34. Use the Distributive Property to simplify the expression.

$$18(5 - 3w) = \square$$

35. Use the Distributive Property to simplify the expression.

$$9(3 + c + 4) = \square$$

36. Factor the expression using the GCF.

$$7 + 14 = \square$$

37. Factor the expression using the GCF.

$$12 + 42 = \square$$

38. Factor the expression using the GCF.

$$22 + 11 = \square$$

39. Factor the expression using the GCF.

$$70 + 95 = \square$$

40. Factor the expression using the GCF.

$$60 - 36 = \square$$

Grade 6: OK>Chapter 3>Section 3.4b> Question #21

WEB MATH MINUTE

NAME _____

SCORE _____

$$\begin{array}{r} 60 \\ \div 10 \end{array} \quad \begin{array}{r} 33 \\ \div 3 \end{array} \quad \begin{array}{r} 90 \\ \div 10 \end{array} \quad \begin{array}{r} 10 \\ \times 4 \end{array} \quad \begin{array}{r} 27 \\ \div 3 \end{array} \quad \begin{array}{r} 10 \\ + 10 \end{array} \quad \begin{array}{r} 110 \\ \div 11 \end{array} \quad \begin{array}{r} 6 \\ \div 2 \end{array} \quad \begin{array}{r} 8 \\ - 1 \end{array} \quad \begin{array}{r} 5 \\ + 9 \end{array}$$

$$\begin{array}{r} 15 \\ \div 3 \end{array} \quad \begin{array}{r} 2 \\ + 1 \end{array} \quad \begin{array}{r} 120 \\ \div 10 \end{array} \quad \begin{array}{r} 9 \\ + 8 \end{array} \quad \begin{array}{r} 5 \\ - 3 \end{array} \quad \begin{array}{r} 2 \\ + 2 \end{array} \quad \begin{array}{r} 4 \\ + 11 \end{array} \quad \begin{array}{r} 4 \\ + 1 \end{array} \quad \begin{array}{r} 4 \\ \div 2 \end{array} \quad \begin{array}{r} 8 \\ \times 6 \end{array}$$

$$\begin{array}{r} 90 \\ \div 10 \end{array} \quad \begin{array}{r} 84 \\ \div 12 \end{array} \quad \begin{array}{r} 8 \\ \times 12 \end{array} \quad \begin{array}{r} 8 \\ - 6 \end{array} \quad \begin{array}{r} 8 \\ \times 11 \end{array} \quad \begin{array}{r} 12 \\ \times 1 \end{array} \quad \begin{array}{r} 2 \\ \times 5 \end{array} \quad \begin{array}{r} 3 \\ \times 9 \end{array} \quad \begin{array}{r} 5 \\ \times 10 \end{array} \quad \begin{array}{r} 3 \\ + 5 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \end{array} \quad \begin{array}{r} 48 \\ \div 8 \end{array} \quad \begin{array}{r} 16 \\ \div 4 \end{array} \quad \begin{array}{r} 12 \\ \times 9 \end{array} \quad \begin{array}{r} 5 \\ - 3 \end{array} \quad \begin{array}{r} 10 \\ - 4 \end{array} \quad \begin{array}{r} 42 \\ \div 6 \end{array} \quad \begin{array}{r} 9 \\ - 2 \end{array} \quad \begin{array}{r} 10 \\ + 2 \end{array} \quad \begin{array}{r} 6 \\ \times 4 \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \end{array} \quad \begin{array}{r} 9 \\ - 6 \end{array} \quad \begin{array}{r} 8 \\ \times 10 \end{array} \quad \begin{array}{r} 9 \\ - 7 \end{array} \quad \begin{array}{r} 2 \\ \times 12 \end{array} \quad \begin{array}{r} 70 \\ \div 10 \end{array} \quad \begin{array}{r} 12 \\ - 4 \end{array} \quad \begin{array}{r} 9 \\ + 5 \end{array} \quad \begin{array}{r} 2 \\ - 2 \end{array} \quad \begin{array}{r} 5 \\ \times 8 \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \end{array} \quad \begin{array}{r} 8 \\ + 12 \end{array} \quad \begin{array}{r} 8 \\ \div 8 \end{array} \quad \begin{array}{r} 8 \\ \times 3 \end{array} \quad \begin{array}{r} 12 \\ - 4 \end{array} \quad \begin{array}{r} 10 \\ - 8 \end{array} \quad \begin{array}{r} 7 \\ \times 9 \end{array} \quad \begin{array}{r} 6 \\ \div 6 \end{array} \quad \begin{array}{r} 2 \\ + 7 \end{array} \quad \begin{array}{r} 6 \\ \times 11 \end{array}$$

$$\begin{array}{r} 12 \\ + 11 \end{array} \quad \begin{array}{r} 7 \\ + 6 \end{array} \quad \begin{array}{r} 7 \\ \times 6 \end{array} \quad \begin{array}{r} 8 \\ \div 2 \end{array} \quad \begin{array}{r} 11 \\ + 1 \end{array} \quad \begin{array}{r} 40 \\ \div 8 \end{array} \quad \begin{array}{r} 8 \\ \times 3 \end{array} \quad \begin{array}{r} 2 \\ + 3 \end{array} \quad \begin{array}{r} 2 \\ \times 5 \end{array} \quad \begin{array}{r} 3 \\ \times 10 \end{array}$$

$$\begin{array}{r} 12 \\ - 10 \end{array} \quad \begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 10 \\ - 1 \end{array} \quad \begin{array}{r} 9 \\ - 2 \end{array} \quad \begin{array}{r} 8 \\ \times 12 \end{array} \quad \begin{array}{r} 10 \\ + 4 \end{array} \quad \begin{array}{r} 12 \\ - 9 \end{array} \quad \begin{array}{r} 6 \\ \times 1 \end{array} \quad \begin{array}{r} 7 \\ + 2 \end{array} \quad \begin{array}{r} 15 \\ \div 5 \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \end{array} \quad \begin{array}{r} 12 \\ \div 4 \end{array} \quad \begin{array}{r} 1 \\ \times 5 \end{array} \quad \begin{array}{r} 12 \\ \div 2 \end{array} \quad \begin{array}{r} 108 \\ \div 9 \end{array} \quad \begin{array}{r} 7 \\ + 6 \end{array} \quad \begin{array}{r} 9 \\ + 3 \end{array} \quad \begin{array}{r} 2 \\ + 9 \end{array} \quad \begin{array}{r} 9 \\ - 3 \end{array} \quad \begin{array}{r} 9 \\ \times 6 \end{array}$$

$$\begin{array}{r} 28 \\ \div 4 \end{array} \quad \begin{array}{r} 6 \\ - 2 \end{array} \quad \begin{array}{r} 1 \\ \times 7 \end{array} \quad \begin{array}{r} 8 \\ \div 1 \end{array} \quad \begin{array}{r} 12 \\ - 6 \end{array} \quad \begin{array}{r} 18 \\ \div 6 \end{array} \quad \begin{array}{r} 4 \\ + 3 \end{array} \quad \begin{array}{r} 20 \\ \div 4 \end{array} \quad \begin{array}{r} 6 \\ + 1 \end{array} \quad \begin{array}{r} 9 \\ \times 9 \end{array}$$

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$$\begin{array}{r} 16 \\ \div 4 \end{array} \quad \begin{array}{r} 6 \\ - 4 \end{array} \quad \begin{array}{r} 42 \\ \div 6 \end{array} \quad \begin{array}{r} 6 \\ \div 2 \end{array} \quad \begin{array}{r} 7 \\ \div 7 \end{array} \quad \begin{array}{r} 10 \\ - 6 \end{array} \quad \begin{array}{r} 6 \\ - 2 \end{array} \quad \begin{array}{r} 42 \\ \div 6 \end{array} \quad \begin{array}{r} 55 \\ \div 11 \end{array} \quad \begin{array}{r} 6 \\ \times 7 \end{array}$$

$$\begin{array}{r} 11 \\ \div 11 \end{array} \quad \begin{array}{r} 11 \\ - 3 \end{array} \quad \begin{array}{r} 3 \\ \times 10 \end{array} \quad \begin{array}{r} 1 \\ \div 1 \end{array} \quad \begin{array}{r} 11 \\ - 1 \end{array} \quad \begin{array}{r} 9 \\ + 6 \end{array} \quad \begin{array}{r} 11 \\ - 1 \end{array} \quad \begin{array}{r} 7 \\ \times 6 \end{array} \quad \begin{array}{r} 4 \\ \times 11 \end{array} \quad \begin{array}{r} 1 \\ + 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \end{array} \quad \begin{array}{r} 5 \\ - 4 \end{array} \quad \begin{array}{r} 9 \\ + 6 \end{array} \quad \begin{array}{r} 5 \\ + 6 \end{array} \quad \begin{array}{r} 3 \\ + 5 \end{array} \quad \begin{array}{r} 8 \\ \times 2 \end{array} \quad \begin{array}{r} 10 \\ - 2 \end{array} \quad \begin{array}{r} 8 \\ \div 8 \end{array} \quad \begin{array}{r} 108 \\ \div 12 \end{array} \quad \begin{array}{r} 4 \\ + 1 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \end{array} \quad \begin{array}{r} 84 \\ \div 12 \end{array} \quad \begin{array}{r} 10 \\ - 8 \end{array} \quad \begin{array}{r} 11 \\ \div 1 \end{array} \quad \begin{array}{r} 11 \\ + 4 \end{array} \quad \begin{array}{r} 12 \\ + 11 \end{array} \quad \begin{array}{r} 8 \\ - 6 \end{array} \quad \begin{array}{r} 12 \\ + 8 \end{array} \quad \begin{array}{r} 55 \\ \div 5 \end{array} \quad \begin{array}{r} 80 \\ \div 8 \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \end{array} \quad \begin{array}{r} 8 \\ \times 8 \end{array} \quad \begin{array}{r} 6 \\ + 6 \end{array} \quad \begin{array}{r} 10 \\ - 4 \end{array} \quad \begin{array}{r} 7 \\ \times 3 \end{array} \quad \begin{array}{r} 9 \\ - 2 \end{array} \quad \begin{array}{r} 96 \\ \div 8 \end{array} \quad \begin{array}{r} 4 \\ \times 7 \end{array} \quad \begin{array}{r} 24 \\ \div 6 \end{array} \quad \begin{array}{r} 4 \\ \times 3 \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \end{array} \quad \begin{array}{r} 10 \\ - 10 \end{array} \quad \begin{array}{r} 20 \\ \div 4 \end{array} \quad \begin{array}{r} 8 \\ + 1 \end{array} \quad \begin{array}{r} 11 \\ - 8 \end{array} \quad \begin{array}{r} 5 \\ - 4 \end{array} \quad \begin{array}{r} 40 \\ \div 4 \end{array} \quad \begin{array}{r} 10 \\ \times 7 \end{array} \quad \begin{array}{r} 50 \\ \div 10 \end{array} \quad \begin{array}{r} 5 \\ + 2 \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \end{array} \quad \begin{array}{r} 9 \\ + 2 \end{array} \quad \begin{array}{r} 6 \\ - 2 \end{array} \quad \begin{array}{r} 12 \\ - 2 \end{array} \quad \begin{array}{r} 12 \\ \div 12 \end{array} \quad \begin{array}{r} 5 \\ - 4 \end{array} \quad \begin{array}{r} 9 \\ \times 3 \end{array} \quad \begin{array}{r} 9 \\ + 12 \end{array} \quad \begin{array}{r} 15 \\ \div 5 \end{array} \quad \begin{array}{r} 3 \\ + 10 \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \end{array} \quad \begin{array}{r} 8 \\ - 6 \end{array} \quad \begin{array}{r} 56 \\ \div 7 \end{array} \quad \begin{array}{r} 12 \\ + 6 \end{array} \quad \begin{array}{r} 4 \\ + 7 \end{array} \quad \begin{array}{r} 11 \\ - 4 \end{array} \quad \begin{array}{r} 8 \\ \times 7 \end{array} \quad \begin{array}{r} 3 \\ \times 4 \end{array} \quad \begin{array}{r} 28 \\ \div 7 \end{array} \quad \begin{array}{r} 4 \\ \times 9 \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \end{array} \quad \begin{array}{r} 56 \\ \div 7 \end{array} \quad \begin{array}{r} 3 \\ - 2 \end{array} \quad \begin{array}{r} 4 \\ \div 2 \end{array} \quad \begin{array}{r} 6 \\ - 2 \end{array} \quad \begin{array}{r} 10 \\ - 3 \end{array} \quad \begin{array}{r} 48 \\ \div 6 \end{array} \quad \begin{array}{r} 3 \\ + 8 \end{array} \quad \begin{array}{r} 10 \\ \times 12 \end{array} \quad \begin{array}{r} 10 \\ - 3 \end{array}$$

$$\begin{array}{r} 6 \\ - 6 \end{array} \quad \begin{array}{r} 24 \\ \div 2 \end{array} \quad \begin{array}{r} 11 \\ + 3 \end{array} \quad \begin{array}{r} 4 \\ + 4 \end{array} \quad \begin{array}{r} 4 \\ \times 6 \end{array} \quad \begin{array}{r} 9 \\ - 9 \end{array} \quad \begin{array}{r} 60 \\ \div 5 \end{array} \quad \begin{array}{r} 10 \\ \times 7 \end{array} \quad \begin{array}{r} 12 \\ \times 5 \end{array} \quad \begin{array}{r} 8 \\ \times 2 \end{array}$$