

Digital Learning Day -- January 20, 2020

6th Grade ELA

Directions: Read the article, “The Birmingham Children’s March” to yourself or out loud with another person. As you read, keep in mind the key ideas and details within the article. Then answer all of the questions on the answer sheet except for the questions marked out with an X. (We will complete those questions when we return to school.)

Remember that you may need to re-read the article to assist with your understanding of the text. It may also help your comprehension of the text and questions if you use Dictionary.com or a traditional dictionary to look up confusing words. Take your time and do your best!!

Name:

Nonfiction: Key Ideas & Details – Q2:4

Date:

As you answer this week's questions, highlight your evidence in the text.

The Birmingham Children's March

The purpose of the Civil Rights Movement of the 1950's and 60's was to bring about equal rights for black Americans and end segregation. Under **segregation laws**, Blacks had separate schools, churches, public facilities, and seating sections in restaurants than Whites. They also had to sit in the back of buses. The Birmingham Children's March of 1963 was a turning point in the Civil Rights Movement which helped end segregation.

By the spring of 1963, support for the Civil Rights Movement was declining. While black communities still wanted an end to segregation, adults in those communities were afraid of **repercussions** that might occur if they protested publicly. This was especially true of those who lived in Birmingham, Alabama, where police used intimidation and force against protestors. In April, Birmingham police jailed Dr. Martin Luther King for several days for protesting the unfair treatment of Blacks. People worried that if they, too, got arrested for protesting, they'd lose income while in jail. Their employers might fire them. For working adults, there was too much to lose for them to actively join the movement.

A man named James Bevel, a member of the Southern Christian Leadership Conference (SCLC, an African American civil rights organization), had an idea for jumpstarting the failing Civil Rights Movement. Bevel proposed recruiting students to partake in the protests. He reasoned that children had less to lose than their parents.

Initially, Dr. King was against involving youth in the protests. However, he realized that seeing young people stand up for civil rights might rally the rest of the nation in support of their cause. For that reason, he eventually agreed to Bevel's plan.

Their recruitment efforts swept through the black high schools and colleges of Birmingham, Alabama, and other parts of the state. Through carefully guarded word-of-mouth, black students of all types were attracted to the movement, from those who worked the fields after school, to football players, class presidents, prom queens, and cheerleaders. Civil rights groups trained the students in non-violent techniques of protest.

May 2, 1963, was set as "D-day", the day more than 4,000 black students would ditch school and join the civil rights crusade against segregation. At precisely 11:00 AM, the first group of 50 students got up and left their classroom. Minutes later, 50 more students joined them. Throughout the day, organized groups of 50 students continued to abandon their schools and join the march through downtown Birmingham. They marched near City Hall, hoping to talk with the mayor about ending segregation. Instead, they were arrested and thrown in jails. However, due to their strategy of using staggered groups of 50, as one group was escorted to jail in handcuffs, another group emerged to take their place. By the end of the day, almost 1,000 students had been jailed.

© One Stop Teacher Shop™

Key Ideas + Details RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
T 1.2 Determine a central idea of a text and how it is conveyed through particub

As you answer this week's questions, highlight your evidence in the text.

The protest continued for several days. Every day, more students stood in for those who had been jailed. Inspired by the students' conviction, hundreds of adults joined the protest. With the jails filled and not enough policemen to hold back the protesting crowds, Police Commissioner, Eugene 'Bull' Connor ordered his men to use violence to end the protest. Despite being blasted by fire hoses, attacked by police dogs, and beaten by policemen, the young protestors held firm. They did not back down. They did not meet violence with violence. They sang songs of hope and freedom.



Protest observer being attacked by police dogs during a civil rights protest. - May 3, 1963

The Birmingham violence was broadcast across every news station in the US. Americans were outraged at the brutality of the attacks on the students. Birmingham authorities faced widespread criticism. Even President John F. Kennedy called on those in power in Birmingham to restore peace to the city. Under mounting pressure and public scrutiny, on the evening of May 7th, the officials of Birmingham agree to negotiate with black community leaders. The next day, King declared a temporary truce, suspending the protests.

Finally, on May 10th, an agreement was reached. The city proposed a plan to slowly implement desegregation efforts over the next 60 days. Signs that labeled public facilities like water fountains and restrooms for 'Colored' or 'Whites' would be taken down. They'd end discriminatory hiring practices, such as advertising a position for 'Whites only.' Seating in restaurants would be integrated.

They also agreed to release all the protestors from jail. The Birmingham Board of Education called for the suspension or expulsion of all students who participated in the march. However, their ruling was overturned in federal court. Despite their young age, the students of Birmingham accomplished something their parents could not. They stood together against segregation and won.

Name:

Nonfiction: Key Ideas & Details – Q2:4

Date:

Monday

According to the article, what was the significance of the Birmingham Children’s March?

It was a turning point in the Civil Rights Movement that helped end segregation.

Why did the author write this article?

Tuesday

According to the text, what is the meaning of the word **repercussions**?

According to the article, why might recruiting children jumpstart the Civil Rights Movement?

Based on the text, what were **segregation laws**?

Martin Luther King Jr. believed in non-violent protesting. What detail in this article supports this statement?

~~Which detail from the 2nd paragraph best expresses why adults were afraid to protest?~~

~~Why was having organized groups of 50 students join the march at various times a good strategy?~~

Wednesday

If all students had joined the march at the same time, what may have happened?

Thursday

What is the central idea of the text?

~~In the 7th paragraph, how does the author further develop the topic of the article?~~

Cite one detail from the text that conveys the central idea of the text.

~~What role did media play in the ending of the march?~~

As a young person, what can you learn from this event in history?

What outcome eventually occurred due to the Birmingham Children’s March?

~~On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.~~

January Digital Learning Day: History

This is a printed copy of the work expected to be completed in History for King's Consolidated Digital Learning Day. The instructions for completing this is as follows:

- Read the article, and complete the questions that follow. The questions are text dependent, and therefore will likely involve rereading the information to find the answers.
- Expected completion time: 30 minutes.
- If, for any reason, the printout is lost or damaged beyond use, digital copies can be accessed and printed at kings144.org/digital-learning-day

If you have any questions, please contact me at ssteiner@kings144.org. I am available to contact on Digital learning days from 8:00 am - 1:00 pm.

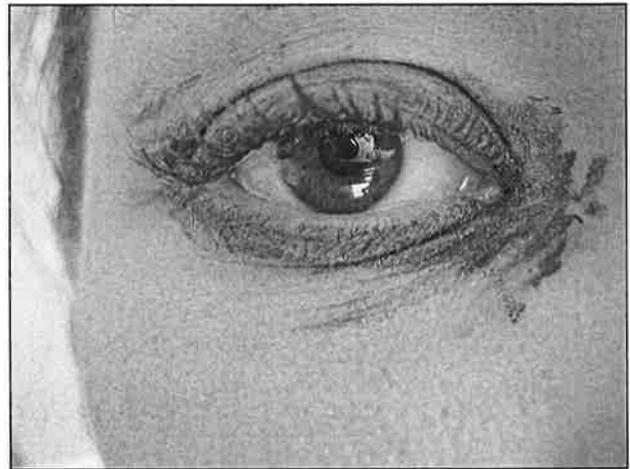
Name: _____ Class: _____

The Blue-Eyed, Brown-Eyed Exercise

By CommonLit Staff
2014

After the assassination of Martin Luther King, Jr. in April of 1968, a third-grade teacher named Jane Elliott decided to try a social experiment to help her students understand prejudice. As you read, take notes on how the teacher performed the experiment, and what its results meant for her students.

- [1] On April 4, 1968, Martin Luther King, Jr., was assassinated. On April 5, Steven Armstrong was the first child to arrive in Jane Elliott's third-grade classroom in Riceville, Iowa. He immediately asked why "that King" (referring to Martin Luther King, Jr.) was murdered. After the rest of the class arrived, Elliott asked what they knew about black people. She then asked the children if they would like to try an exercise to feel what it would be like to be treated the way a person of color is treated in America. Jane Elliott decided to make the exercise based on eye color instead of skin color to see what segregation would be like. The children agreed to try the exercise.



"Brown Blue Eye" by Brittney Bush Bollay is licensed under CC BY-NC-ND 2.0.

On that first day of the exercise, she designated the blue-eyed children as the superior group. Elliott provided brown fabric collars and asked the blue-eyed students to wrap them around the necks of their brown-eyed peers as a method to easily identify the minority group. She gave the blue-eyed children extra privileges, such as second helpings at lunch, access to the new jungle gym, and five extra minutes at recess. The blue-eyed children sat in the front of the classroom, and the brown-eyed children were sent to sit in the back rows. The blue-eyed children were encouraged to play only with other blue-eyed children and to ignore those with brown eyes. Elliott would not allow brown-eyed and blue-eyed children to drink from the same water fountain, and often chastised the brown-eyed students when they did not follow the exercise's rules or made mistakes. She often exemplified the differences between the two groups by singling out students and would use negative aspects of brown-eyed children to emphasize a point.

At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children. To counter this, Elliott lied to the children by stating that the melanin, responsible for making children blue-eyed, was also linked to their higher intelligence and learning ability. Shortly thereafter, this initial resistance fell away. Those who were deemed "superior" became arrogant, bossy and otherwise unpleasant to their "inferior" classmates. Their grades also improved, doing mathematical and reading tasks that seemed outside their ability before. The "inferior" classmates also transformed – into timid and subservient children who even during recess isolated themselves, including those who had previously been dominant in the class. These children's academic performance suffered, even with tasks that had been simple before.

The next Monday, Elliott reversed the exercise, making the brown-eyed children superior. While the brown-eyed children did taunt the blue-eyed in ways similar to what had occurred the previous day, Elliott reports it was much less intense. At 2:30 on that Wednesday, Elliott told the blue-eyed children to take off their collars. To reflect on the experience, she asked the children to write down what they had learned.

© 2014. *The Blue-Eyed, Brown-Eyed Exercise* by CommonLit is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In paragraph 3, what does the word “subservient” mean? [RI.4]
 - A. More important; high-class
 - B. Overriding; loud
 - C. Equal to; balanced
 - D. Less important; subordinate

2. PART B: Which TWO details from the text best support the answer to Part A? [RI.1]
 - A. “...they did not follow the exercise’s rules or made mistakes.” (Paragraph 2)
 - B. “...arrogant, bossy and otherwise unpleasant...” (Paragraph 3)
 - C. “...linked to their higher intelligence and learning ability.” (Paragraph 3)
 - D. “...during recess isolated themselves...” (Paragraph 3)
 - E. “...previously been dominant in the class...” (Paragraph 3)
 - F. “...it was much less intense.” (Paragraph 4)

3. Which of the following best explains why the “superior” group of students performed better academically than the “inferior” group? [RI.3]
 - A. Melanin, which determines eye color, also determines intelligence and learning ability.
 - B. The “superior” group was praised and told they were more gifted, which increased their self-confidence.
 - C. The teacher, Jane Elliot, inflated the “superior” students’ grades as part of her experiment.
 - D. The “superior” students were given easier tasks to complete than the “inferior” students.

4. How do the results of the experiment contribute to Jane Elliott’s lesson to her students? [RI.3]
 - A. After being treated like a member of the “inferior” group, students were less inclined to treat their peers that way.
 - B. Students preferred being part of the “superior” group over the “inferior” group.
 - C. After being part of both the “superior” and “inferior” groups, students were able to better reflect on how prejudice negatively impacts individuals.
 - D. After becoming aware of their differences, students became more likely to self-segregate into their own groups.

5. What elements of Jane Elliott's exercise paralleled the experiences of African Americans during the Civil Rights Movement? [RI.2]

What Is Heat?

by ReadWorks

Read article and
answer questions



Imagine an eleven-year-old boy named Paul. Now imagine Paul inside a wood cabin. He is shivering. It is cold outside, and inside the cabin it isn't much warmer. Paul can hear the rain beating down on the roof. Every few minutes there would be a loud boom, and thunder would shake the cabin walls. Paul is happy to be inside the cabin, safe and dry with his family. "Let's make this cabin warmer," says his father. "Paul, help me build a fire." Paul fetches the firewood and then watches as his father carefully stacks the logs in the shape of a pyramid. Paul's father puts several small sticks of kindling in the bottom of the pyramid. The kindling would catch on fire much more quickly than the big logs. Paul's father lights a match, and soon the logs crackle and burn in the fireplace, shooting off small sparks. The fire gives off some light, but it also gives off heat. Within 30 minutes the inside of the cabin is warm and toasty. Thanks to the radiation of heat from the fire, Paul isn't shivering any more.

Though all that Paul's father did was light a match to start the fire, there was a complex set of interactions that had to occur for the fire to ignite and grow. There are three components needed for a fire to successfully burn: fuel, oxygen and a heat source. The matches were the heat source and the logs were the fuel. The oxygen supply came from the air around the fireplace. That's why Paul's father had to pile up the logs as a pyramid, with space in between them. If the logs had been too close together, there wouldn't have been enough oxygen for the fire and it could have fizzled out. A wood fire can grow very quickly. That's why it's so important to be careful when lighting fires and to never leave them unsupervised. A wood fire, like the one in Paul's fireplace, can reach temperatures over 1,000 degrees Fahrenheit. The hottest part of the fire is often the red glowing embers that are left in the fireplace once the wood has burned through. These embers can be as hot as 1,200-1,500 degrees Fahrenheit. Though fire is a common heat source, heat can come from many different sources. Heat can also be transferred from one object to another in a variety of ways.

Scientists use the term "heat" to refer to the energy transferred when two objects or systems are at different temperatures. Heat naturally moves from warmer areas to cooler areas. Think of what happens if you leave a bowl of ice cream out in hot weather. At first, the ice cream is much cooler than the air around it. But if you go back in an hour, the ice cream has melted, and it is roughly the same temperature as the surrounding air. The heat from the air has moved to the ice cream. In this example, the air is the heat source, the place where the higher temperature is found. The ice cream is the heat sink, or the place to which the heat moves. Whenever there is a temperature difference in a system or a group of objects, the heat will naturally move from the heat source to the heat sink.

How does heat transfer from one object to another?

Heat transfers in three different ways: conduction, convection, and radiation. Conduction is the transfer of heat between two surfaces that are directly in contact with one another. When you burn yourself on a hot pan while making scrambled eggs, that's an example of conduction. The heat is transferring from a very hot surface (the frying pan) to a cooler surface (your hand). Heat transfers through some materials better than others. Metals are especially good thermal conductors; that's why pots and pans are made out of metal. Materials that are very slow to transfer heat are called thermal insulators. Some examples of materials that are thermal insulators include rubber and cork. Typically materials that are good thermal conductors - like gold, silver and copper - are also good conductors of electricity.

The second way that heat can transfer is through convection. Convection is the transfer of heat through the movement of large amounts of a liquid or gas. An example of this is the storm outside Paul's cabin. Thunder and lightning are caused when a large mass of hot air meets a large mass of cool air. Warm air tends to rise, and cool air tends to fall. The movement of these air masses and the transfer of energy that occurs are called convection.

The third way heat transfer can occur is through a process called radiation. Radiation is when there is no material transferring the heat. Instead, the energy is carried by electromagnetic waves. Electromagnetic waves come in a wide variety of types: they can be infrared, visible light, UV, or radio waves. The hotter that the object is, the more infrared radiation (and heat) it gives off. The fire that Paul is looking at is radiating heat into the rest of the cabin.

Another example of heat radiation is the sun. At the sun's core the temperature is at least 10 million Kelvin, and on the surface of the sun, the temperature is about 6,000 Kelvin. Kelvin is a form of measurement of heat that scientists use, instead of measuring degrees in Fahrenheit or Celsius. What does 10 million Kelvin actually feel like? It's about 30,000 times as hot as boiling water. All of that heat travels from the sun to the earth on electromagnetic waves. To reach the earth's surface, the waves must travel through 93 million miles of our solar system. When the radiation arrives from the sun to the earth, it causes the ground to heat up. An object that is especially good at radiating heat is called a blackbody. The sun is a perfect example of a blackbody.

The earth is also a blackbody - it doesn't just absorb heat from the sun's electromagnetic waves; the earth also radiates heat out into space. Some of the heat that the earth radiates is the same energy from the sun. Around 30% of the electromagnetic waves that arrive from the sun are bounced back into outer space by the earth. The rest of the electromagnetic energy is either absorbed by the earth's atmosphere or heats the surface and oceans of the earth.

Name: _____ Date: _____

1. What do Paul and his father build in the cabin?

- A. a radio
- B. a clock
- C. an engine
- D. a fire

2. What does this text explain?

- A. This text explains what a wood cabin is and how to build one.
- B. This text explains what heat is and how it moves from one object to another.
- C. This text explains what UV radiation is and why it can be harmful to people.
- D. This text explains what oxygen is and how the human body uses it to survive.

3. Heat moves from warmer areas to cooler areas.

What evidence from the text supports this statement?

- A. Heat moves from the hot fire Paul and his father build to the cold air of the cabin.
- B. A wood fire can reach temperatures of more than 1,000 degrees Fahrenheit.
- C. After Paul fetches firewood, his father carefully stacks it in the shape of a pyramid.
- D. Ten million Kelvin is a temperature about 30,000 times as hot as boiling water.

4. What is an example of a heat source?

- A. rubber
- B. oxygen
- C. thunder
- D. the sun

5. What is this text mainly about?

- A. a wood cabin
- B. convection
- C. heat
- D. the relationship between a boy and his father

6. Read this sentence from the text.

Heat can also be **transferred** from one object to another in a variety of ways.

What does the word "**transferred**" mean?

- A. broken
- B. trapped
- C. moved
- D. planned

7. Choose the answer that best completes the sentence below.

Heat is transferred in three different ways, _____ conduction, convection, and radiation.

- A. instead
- B. namely
- C. in conclusion
- D. meanwhile

8. What is radiation?

9. What are two examples of radiation mentioned in the text?

10. Using information from the text, explain how a fire makes someone warmer.

PE - Digital Learning Day 1/20/20

The purpose of this task is to get your heart rate up like you would in PE class.

You will need 2 soup cans (or something similar) to complete the task.

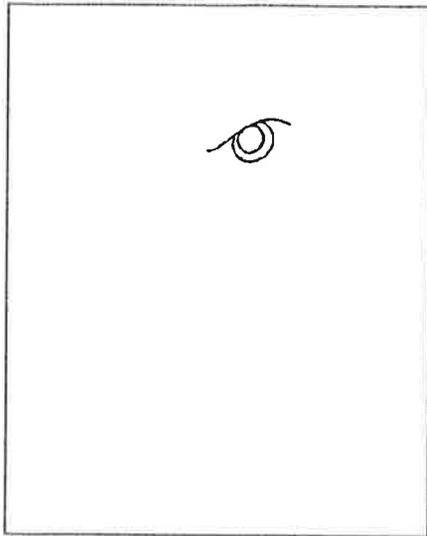
1. Play a song that you like.
2. 10 Jumping Jacks
3. 5 Push-ups (try for 10)
4. 10 Curl ups
5. 10 Bicep curls with soup cans (hold cans in front of you and pull them up to your shoulders)
6. 10 mountain climbers
7. 10 Shoulder press with soup can (Hold cans and push up them up)
8. 10 seconds - run in place
9. Rest 30 seconds and repeat until song is complete (3-4 times).

Walk around the house for 3-5 minutes (do not sit down)

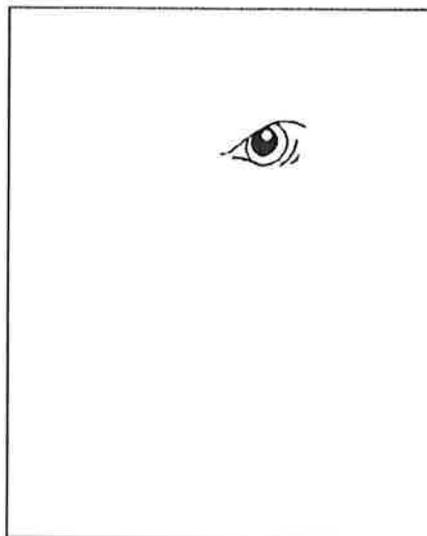
Pick another song and do it again!

Name: _____ Grade: _____

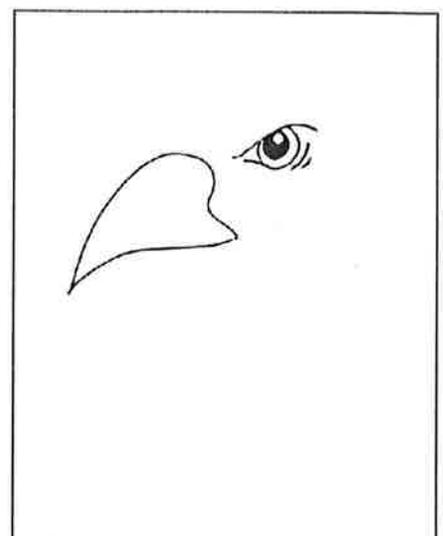
Parent Signature: _____



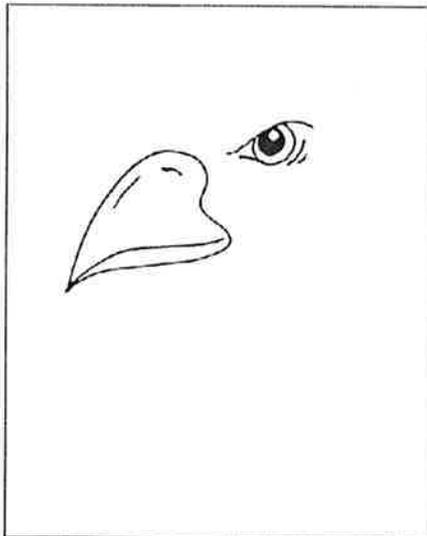
1 Start with the eye. Draw the slanting top of the eye and two concentric circles in the upper right hand quarter of the paper.



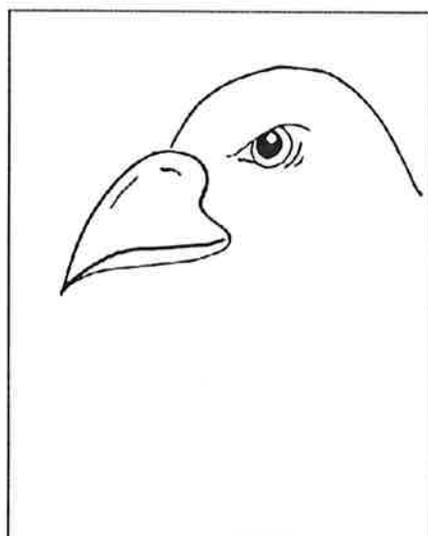
2 Fill in the pupil, leaving a little white "light catcher." Draw the bottom of the eye.



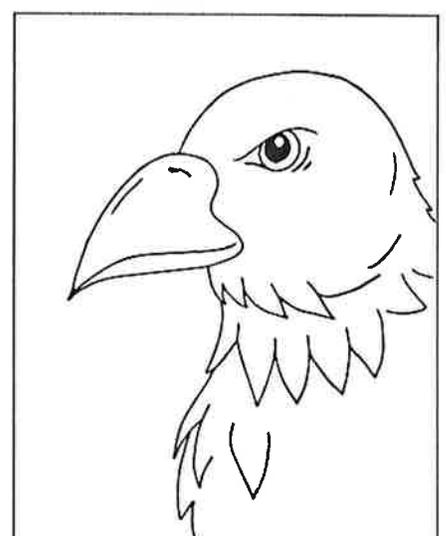
3 Draw the beak to the left of the eye. Start with the backwards "S" shape for the base of the beak. Draw curved lines out towards the tip of the beak.



4 Add the bottom of the beak and a nostril.



5 From the beak, draw an upside-down "U" shape over the eye to create the head.



6 Draw the neck feathers using zig-zag lines. Keep the drawing simple by only drawing the basic CONTOUR lines. Details can follow later.

AMERICAN BALD EAGLE DRAWING GUIDE

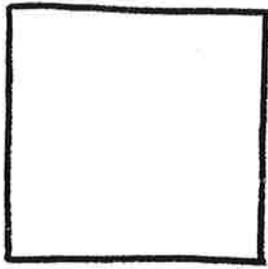


AMERICAN BALD EAGLE GUIDE

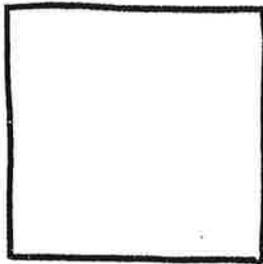
3-D Doodles

Drawing in 3-D

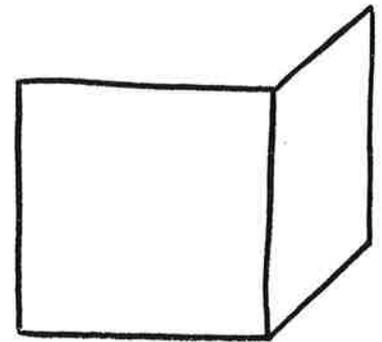
Simple drawings like stick figures look flat because they're *two dimensional*: They don't show *depth*. Being able to show depth means drawing not just the front of objects but also the sides. Drawing in 3-D is magic—you're still drawing simple lines on a flat page, but suddenly your drawings don't look flat. They look like they're jumping off the paper at you!



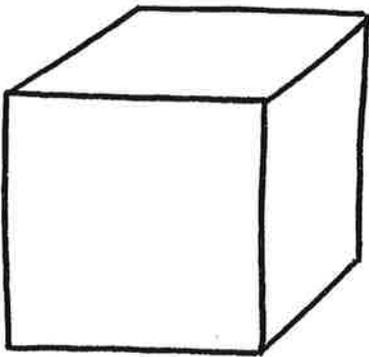
1 Draw a square.



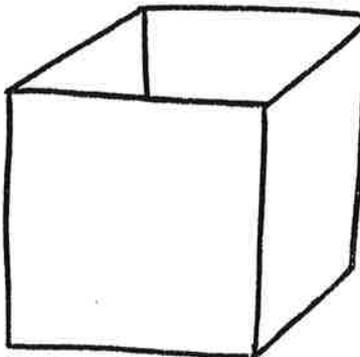
2 Make a line like this for the back edge of the box.



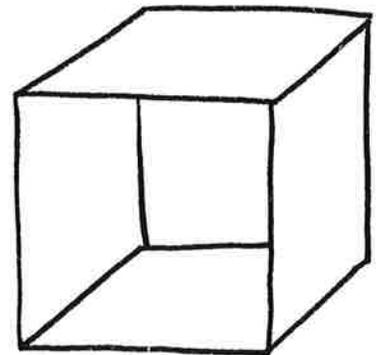
3 Draw two slanted lines to finish the side.



4 Finish the box top with these two lines.



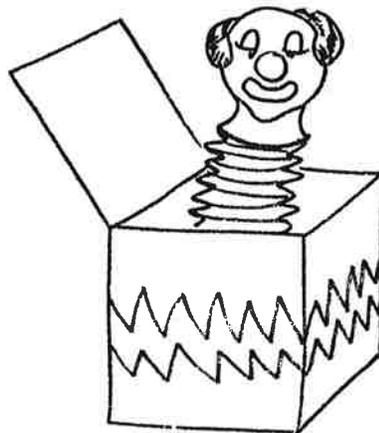
5 For a box open at the top, draw a line like this.



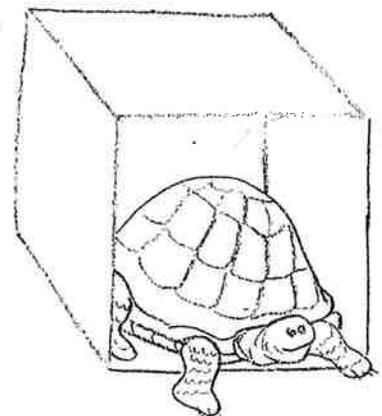
6 For a box open in the front, draw these lines.



Box doodle.

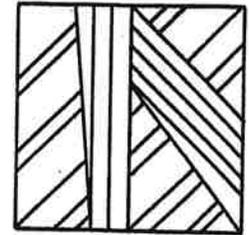


Box open at the top.

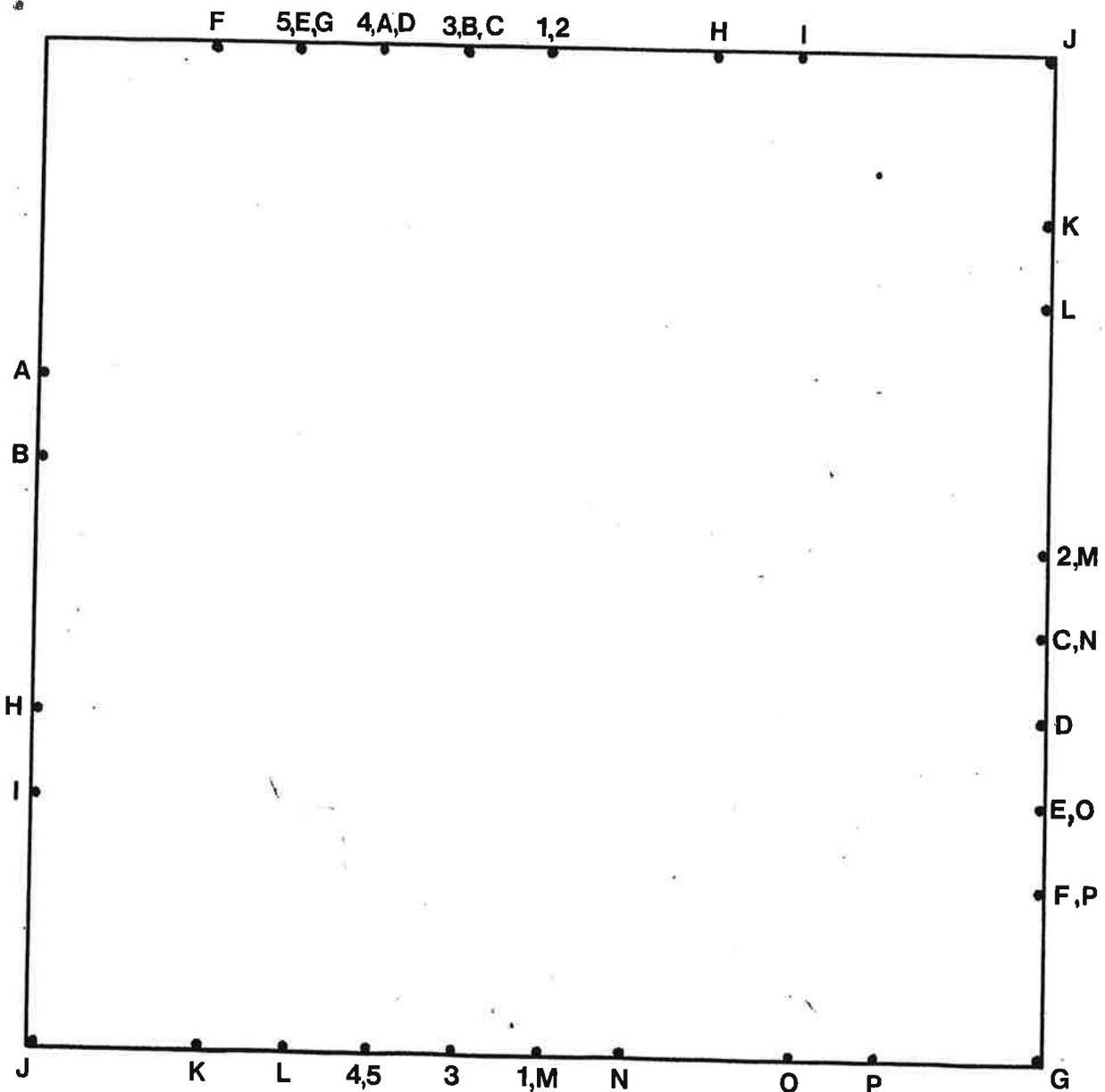


Box open in the front.

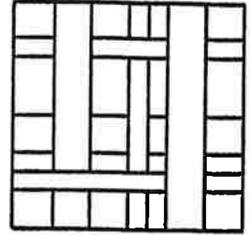
1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



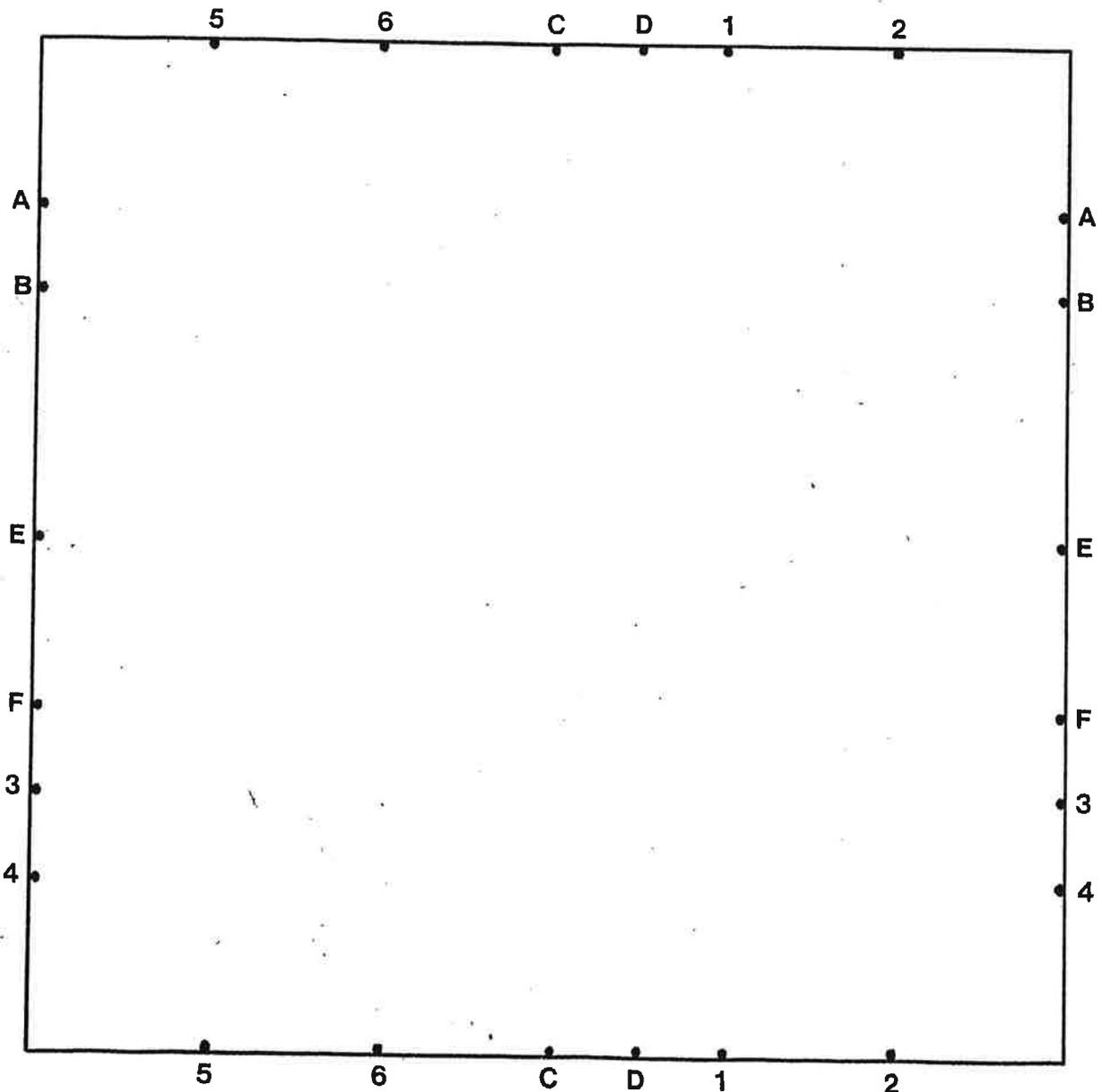
Create this design.



1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



Create this design.



Sixth Grade Math - Hickman

- 1.) Have someone time you for one minute on each of the operation math minutes. Write the number completed in a minute at the top of the sheet, and then complete the rest for practice.
- 2.) Equations and Inequalities: Complete the problems as we discussed in class.

Infinite Algebra 1

One-Step Equations

Solve each equation.

*A Do Evens **

Name _____

Date _____ Period _____

1) $26 = 8 + v$

2) $3 + p = 8$

3) $15 + b = 23$

4) $-15 + n = -9$

5) $m + 4 = -12$

6) $x - 7 = 13$

7) $m - 9 = -13$

8) $p - 6 = -5$

9) $v - 15 = -27$

10) $n + 16 = 9$

11) $-104 = 8x$

12) $14b = -56$

13) $-6 = \frac{b}{18}$

14) $10n = 40$

$$15) \frac{v}{8} = 2$$

$$16) 16 = \frac{k}{11}$$

$$17) -15x = 0$$

$$18) -17x = -204$$

$$19) 21 = -7n$$

$$20) \frac{m}{4} = -13$$

$$21) -126 = 14k$$

$$22) -143 = -11x$$

$$23) -16 + x = -15$$

$$24) -5 = \frac{a}{18}$$

$$25) -17 = x - 15$$

$$26) n - 8 = -10$$

$$27) \frac{v}{7} = 8$$

$$28) a + 11 = 20$$

$$29) -7 + m = 8$$

$$30) 18 + m = 8$$

WEB MATH MINUTE

NAME _____

SCORE _____

$$\begin{array}{r} 40 \\ \div 10 \end{array} \quad \begin{array}{r} 100 \\ \div 10 \end{array} \quad \begin{array}{r} 72 \\ \div 8 \end{array} \quad \begin{array}{r} 60 \\ \div 6 \end{array} \quad \begin{array}{r} 5 \\ \div 1 \end{array} \quad \begin{array}{r} 8 \\ \div 4 \end{array} \quad \begin{array}{r} 20 \\ \div 10 \end{array} \quad \begin{array}{r} 30 \\ \div 5 \end{array} \quad \begin{array}{r} 25 \\ \div 5 \end{array} \quad \begin{array}{r} 50 \\ \div 5 \end{array}$$

$$\begin{array}{r} 18 \\ \div 9 \end{array} \quad \begin{array}{r} 32 \\ \div 8 \end{array} \quad \begin{array}{r} 42 \\ \div 6 \end{array} \quad \begin{array}{r} 36 \\ \div 6 \end{array} \quad \begin{array}{r} 40 \\ \div 10 \end{array} \quad \begin{array}{r} 5 \\ \div 1 \end{array} \quad \begin{array}{r} 30 \\ \div 3 \end{array} \quad \begin{array}{r} 90 \\ \div 9 \end{array} \quad \begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 27 \\ \div 3 \end{array}$$

$$\begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 21 \\ \div 7 \end{array} \quad \begin{array}{r} 15 \\ \div 3 \end{array} \quad \begin{array}{r} 45 \\ \div 9 \end{array} \quad \begin{array}{r} 20 \\ \div 2 \end{array} \quad \begin{array}{r} 35 \\ \div 7 \end{array} \quad \begin{array}{r} 28 \\ \div 7 \end{array} \quad \begin{array}{r} 18 \\ \div 6 \end{array} \quad \begin{array}{r} 36 \\ \div 6 \end{array} \quad \begin{array}{r} 15 \\ \div 5 \end{array}$$

$$\begin{array}{r} 30 \\ \div 5 \end{array} \quad \begin{array}{r} 56 \\ \div 8 \end{array} \quad \begin{array}{r} 10 \\ \div 2 \end{array} \quad \begin{array}{r} 63 \\ \div 7 \end{array} \quad \begin{array}{r} 48 \\ \div 6 \end{array} \quad \begin{array}{r} 6 \\ \div 1 \end{array} \quad \begin{array}{r} 20 \\ \div 4 \end{array} \quad \begin{array}{r} 36 \\ \div 6 \end{array} \quad \begin{array}{r} 12 \\ \div 2 \end{array} \quad \begin{array}{r} 32 \\ \div 4 \end{array}$$

$$\begin{array}{r} 30 \\ \div 10 \end{array} \quad \begin{array}{r} 6 \\ \div 6 \end{array} \quad \begin{array}{r} 5 \\ \div 1 \end{array} \quad \begin{array}{r} 18 \\ \div 9 \end{array} \quad \begin{array}{r} 48 \\ \div 6 \end{array} \quad \begin{array}{r} 12 \\ \div 2 \end{array} \quad \begin{array}{r} 6 \\ \div 6 \end{array} \quad \begin{array}{r} 4 \\ \div 2 \end{array} \quad \begin{array}{r} 63 \\ \div 7 \end{array} \quad \begin{array}{r} 10 \\ \div 5 \end{array}$$

$$\begin{array}{r} 80 \\ \div 8 \end{array} \quad \begin{array}{r} 16 \\ \div 8 \end{array} \quad \begin{array}{r} 6 \\ \div 3 \end{array} \quad \begin{array}{r} 20 \\ \div 5 \end{array} \quad \begin{array}{r} 6 \\ \div 3 \end{array} \quad \begin{array}{r} 40 \\ \div 8 \end{array} \quad \begin{array}{r} 81 \\ \div 9 \end{array} \quad \begin{array}{r} 60 \\ \div 10 \end{array} \quad \begin{array}{r} 81 \\ \div 9 \end{array} \quad \begin{array}{r} 3 \\ \div 1 \end{array}$$

$$\begin{array}{r} 10 \\ \div 10 \end{array} \quad \begin{array}{r} 16 \\ \div 2 \end{array} \quad \begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 28 \\ \div 7 \end{array} \quad \begin{array}{r} 54 \\ \div 9 \end{array} \quad \begin{array}{r} 9 \\ \div 3 \end{array} \quad \begin{array}{r} 2 \\ \div 1 \end{array} \quad \begin{array}{r} 42 \\ \div 7 \end{array} \quad \begin{array}{r} 5 \\ \div 5 \end{array} \quad \begin{array}{r} 28 \\ \div 7 \end{array}$$

$$\begin{array}{r} 8 \\ \div 8 \end{array} \quad \begin{array}{r} 30 \\ \div 5 \end{array} \quad \begin{array}{r} 54 \\ \div 6 \end{array} \quad \begin{array}{r} 40 \\ \div 10 \end{array} \quad \begin{array}{r} 15 \\ \div 5 \end{array} \quad \begin{array}{r} 32 \\ \div 8 \end{array} \quad \begin{array}{r} 36 \\ \div 9 \end{array} \quad \begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 40 \\ \div 5 \end{array} \quad \begin{array}{r} 24 \\ \div 8 \end{array}$$

$$\begin{array}{r} 81 \\ \div 9 \end{array} \quad \begin{array}{r} 25 \\ \div 5 \end{array} \quad \begin{array}{r} 9 \\ \div 3 \end{array} \quad \begin{array}{r} 24 \\ \div 6 \end{array} \quad \begin{array}{r} 18 \\ \div 9 \end{array} \quad \begin{array}{r} 21 \\ \div 3 \end{array} \quad \begin{array}{r} 36 \\ \div 6 \end{array} \quad \begin{array}{r} 42 \\ \div 7 \end{array} \quad \begin{array}{r} 4 \\ \div 4 \end{array} \quad \begin{array}{r} 7 \\ \div 7 \end{array}$$

$$\begin{array}{r} 48 \\ \div 6 \end{array} \quad \begin{array}{r} 2 \\ \div 1 \end{array} \quad \begin{array}{r} 3 \\ \div 3 \end{array} \quad \begin{array}{r} 42 \\ \div 7 \end{array} \quad \begin{array}{r} 72 \\ \div 8 \end{array} \quad \begin{array}{r} 40 \\ \div 5 \end{array} \quad \begin{array}{r} 4 \\ \div 1 \end{array} \quad \begin{array}{r} 48 \\ \div 6 \end{array} \quad \begin{array}{r} 36 \\ \div 6 \end{array} \quad \begin{array}{r} 56 \\ \div 7 \end{array}$$