ERIE'S PUBLIC SCHOOLS

March 16, 2020

Hello EPS student (Grade 3),

Keeping your head in the game is very important - even when you are not physically in your school building. We've created English Language Arts and Math packets to provide you with opportunities to enhance the skills you've been working on the past several months.

Some of the passages and/or questions may seem easy while others may be a bit challenging. It is important to complete the lessons to the best of your ability. We included a wide variety of topics and activities to keep you engaged.

You can work at your own pace. We don't expect you to complete everything in one day. If you finish the packet, our best advice is to read for pleasure.

When school begins again, simply bring these packets to your teachers for review.

If you need anything or have questions about the school closing, your parents can call our administration building at (814) 874-6000.

Be sure to take care of yourself. Get plenty of rest, eat well, and make sure you are washing your hands with soap and water several times a day.

We will see you all after the break.

Mr. Polito, Superintendent

Mrs. Habursky, Assistant Superintendent

Trouble at Reading Railroad

by W.M. Akers

"Those aren't the rules!" said Mario.

"This is my house! I'll tell you what the rules are!" said Nicky.

The two cousins stared at each other, both refusing to blink. They were warriors about to leap at each other's throats and settle their argument with violence. The battlefield lay between them, their armies strewn across it. It was not an ordinary battlefield covered with tanks and cannons and soldiers. It was a square, covered in colorful rectangles, some guarded by green and red plastic fortresses. But although the war wasn't real, the fight between Nicky and Mario was. They were playing Monopoly and prepared to do anything to win.

It had started that afternoon when Mario's mom dropped him off at Nicky's house. They were cousins, nearly the same age, and had been playing together since they were born. They had played pirates and action figures, video games and tag, and had always had a good time. But whenever they had made the mistake of playing Monopoly, the same thing always had happened.

It always started with an argument over who got to be which piece. Obviously, both of them wanted to be the car.

"This is my house," Nicky would say. "I get to be the car."

"You were the car last time."

"This is my house," Nicky would repeat, not quite shouting yet. The shouting would come later.

They would always argue about who would be the banker and who the realtor. Managing the properties was preferable, of course, because it involved less counting. Counting is never fun.

"I'm the realtor," Mario would say.

"No," Nicky would reply.

"I called it."

"My house."

"I called it," Mario would repeat, a little bit closer to shouting this time.

"Fine."

And so, the Monopoly war always started quietly, but it would get a little bit louder after each turn around the board. For the first few rolls, there would be little conflict. Mario would buy Vermont Avenue; Nicky would buy St. Charles. But then one of them would get a property the other wanted.

"You can't buy Connecticut Avenue," Mario would say. "I need that one for my monopoly."

"Well, I don't want you to get a monopoly," Nicky would say, "but I'll sell it to you."

"Okay."

"Ten thousand dollars."

"There aren't even ten thousand dollars in the game," Mario would say, very nearly shouting.

"Okay. How about twenty thousand?"

"No deal."

No trades would ever be made. The game would stalemate and go on forever, unless one of them got a monopoly by sheer chance. Then the taunting would begin.

"Oh wow," Mario would say. "You have Baltic Avenue, Connecticut, and St. Charles. Those are *really* great properties."

"Oh, so what? So you've got all the yellows. Everyone knows the yellows are the worst. Who is a Marvin Gardens, anyway?"

"I don't know, but as soon as I get a hotel on him, it's gonna cost you $1,200 to find out."

Their voices would get louder. Their sentences would get shorter. Their faces would get red as they counted out each move, slamming their pieces down with greater and greater fury. But they would not yell, no matter who landed on Free Parking, no matter how many hotels were built, no matter what monopolies were acquired. They would not yell...until one of them drew The Card.

Every time they landed on Chance, the room would grow quiet. They would lift the flimsy red cards slowly, knowing it could be the match that lit the flame.

And finally, as it always eventually did, The Card had appeared.

"Take a ride on the Reading Railroad," Mario had read. "If you pass Go, collect $200."

They both had looked at the board. Mario's piece-the hat, the stupid, boring, awful hat-had been on the Chance space two spots past Reading Railroad. If he went forward around the board, he would pass Go. He would get $200. He would be able to afford the railroad-one of his favorite properties-and the game would shift in his favor. But he had known Nicky wouldn't let that happen.

Nicky had picked up Mario's piece.

"Put that down," Mario had said.

Nicky had then moved it back two rectangles and put it on Reading Railroad.

"You know it goes forward," Mario had said. "You know it does!"

"The card doesn't say anything about that."

"The pieces always go forward. *Always*."

"Only on the cards that say 'Advance.' This doesn't say anything about it, so you take the most direct route. That means you go backwards. That means you don't get $200. My turn."

"Those aren't the rules!"

"This is my house! I'll tell you what the rules are!"

Now they were shouting. Now Mario didn't care about Reading Railroad anymore. Now all he wanted was to be right.

Nicky stood up, sore from so many hours sitting cross-legged. "Give me the dice," he said. "It's my turn."

"I move forward. I get $200."

"Give me the dice!"

Mario dropped the dice on the board, and Nicky bent down to pick them up. Mario bent down too, but he didn't reach for the dice. Without shouting at all, he slipped one finger under the board and flipped it as high as it would go. Money fluttered down from the ceiling like a very colorful snowstorm, as houses and hotels fell with all the clatter of plastic hail.

Nicky opened his mouth like he wanted to scream, but no words came out.

"I don't think this game works with two people," Mario said softly.

Nicky nodded. They cleaned up the game together, silently.

Apple the Cat Calls a Meeting to Order

by ReadWorks

It's a sunny morning in the one-room apartment, and the girl is sleeping peacefully in her bed.

Under the table across the room, someone is not asleep but awake and alert. Apple the Cat has an important mission, but she's going to need some help. She's already tried everything she could do on her own, but she's beginning to realize this mission is not so simple. She will have to call in reinforcements.

She tried meows and playful taps of the paw, but nothing could wake the sleeping girl.

Apple calls a meeting to order. A few of her trusty friends are in attendance. She has summoned Fur Toy, Feather Stick, Bear Bear, and Shoe.

"We have an important subject to debate," says Apple.

Bear Bear is grumpy because he doesn't know what could possibly be important enough to call a meeting to order so early in the morning.

"This couldn't wait until later?" he grunts.

Apple ignores the cranky bear and continues addressing the crowd.

"I need to wake the human!" Apple declares.

"Have you tried meowing?" asks Feather Stick.

"I already tried that," says Apple impatiently.

"What about playful taps?" Feather Stick persists.

"No," says Apple. "Today we need a new plan. Nothing seems to wake her."

"I have an idea!" shouts Fur Toy. He's new in the room and always trying to prove himself with the others.

"What about walking by her and gently rubbing her with your whiskers?" he proposes.

Shoe rolls her eyes.

"Something new, Fur Toy," she says. "We all know that's the oldest trick in the book."

"How about you just pounce on her?" says Bear Bear, growing annoyed. All he wants to do is go back to sleep.

The rest shoo him out of the meeting. Everyone knows pouncing is no longer allowed.

"Okay, I've got it," announces Feather Stick proudly, primping his few feathers. "It has to be something loud enough, right?"

"Go on," says Apple.

"What about all those new plates she just bought? What if we broke one?"

"She would be so mad," says Apple, dismissing the plan. "There's no way we can get away with that. We would be in trouble forever, and anyway, she would probably blame it all on me."

"I promise to take some responsibility," says Fur Toy, puffing up his chest.

"Not me," huffs Bear Bear from across the room.

"Nobody asked you, Bear Bear," says Shoe. She begins tying up her laces.

"Wait-Shoe, you think this is a good idea?" asks Apple. When Shoe ties up her laces, everyone knows she means business.

"I don't know, it could work," she admits. "Plus, what does she need all those dishes for?"

Apple thinks about it. She doesn't want to upset the girl, but she really needs to wake her.

"Wait just a minute, here," says Bear Bear from a few feet away. "What is SO important you can't possibly wait for her to wake up?"

Apple pretends not to hear him, but the others begin to nod in agreement. Only Feather Stick seems unconcerned as he continues to preen his feathers and play in the patches of streaming sunlight from the window.

"Yeah, I mean, what is so important?" demands Shoe.

"Fine," says Apple. "I'll admit-it's about time I got a treat. The girl has been so busy lately, it's been days since my last treat! I'm going crazy here. I love those things!"

"So what do we get out of this?" asks Fur Toy.

"How does my undying appreciation sound?" replies Apple.

There is some hesitation among the others, but everyone knows Apple is most loved by the human, so it doesn't take much convincing.

"Now we just need a plan," she says.

"Well, I've got one," interjects Fur Toy. "If we all climb to the top of the counter and jump at the same time, surely that will be enough force to break the top plate!"

Apple is hesitant; she really does not want to upset the girl, but she couldn't be more desperate for a treat. She finally agrees to the plan. What could go wrong? Plates are replaceable, and surely the girl won't mind. On the other hand, despite being the most loved, she is also likely to be the first blamed for the mishap.

Apple, Shoe, and the toys, with the exclusion of Bear Bear, who watches from afar, climb together to the top of the shelf.

"On my count," says Shoe, grumbling something about how she's too old to be doing this.

"1....2.....3!" They all jump, but their timing isn't quite right, and Fur Toy and Feather Stick miss

the plate altogether. They hardly make a peep and the plate remains unbroken.

"Let's try that again with more force and better timing," says Fur Toy, blushing a bit.

They climb the counter, and Apple takes charge.

"Okay, everyone," she says. "We have to hold onto each other and jump together toward the middle of the top plate. Otherwise, we'll never make it."

On the count of three they jump again, and again nothing happens.

"Wait, wait, wait," says Bear Bear from where he's watching. "That's never going to work. You have to shove the darn thing on the floor."

"You know, he's right," agrees Shoe, reluctantly.

The rest nod in solemn agreement.

"Okay," says Apple. "I can probably handle this one on my own, but I have to know you guys have my back."

They nod again, furiously.

Apple creeps to the top of the shelf and then slowly down to the stack of plates. She presses her nose firmly against the stack and nudges the top plate. With a few more nudges it begins to move. She gives it one final nudge and with a loud crash it smashes into the floor. Feather Stick and Fur Toy jump out of sight. Bear Bear is long gone. Shoe is too shocked to move.

The girl leaps out of bed and comes stomping into the kitchen.

"What is going on in here?" she demands, angrily.

Apple can only think of one thing to do in this situation. She rolls onto her back and offers up her soft, patterned underbelly to the girl. She flicks her paws in the air and meows as gently as she can.

"Aww," the girl coos. "How could I ever be mad at you?"

She pulls a bag down from the cabinet and offers Apple a treat.

Name: _____ **Date:** _____

Use the article "Apple the Cat Calls a Meeting to Order" to answer questions 1 to 2 .

1. Why does Apple the cat call a meeting?

_____

_____

_____

2. The problem Apple has in this story is how to wake the human. How does Apple solve this problem?

_____

_____

_____

Use the article "Trouble at Reading Railroad" to answer questions 3 to 4.

3. What game do Mario and Nicky play in the story?

_____

_____

_____

4. Mario and Nicky face a problem when Mario draws The Card. Mario wants to move his piece forward, but Nicky wants the piece to move backward. Are Mario and Nicky able to solve this problem? Explain why or why not, using information from the story.

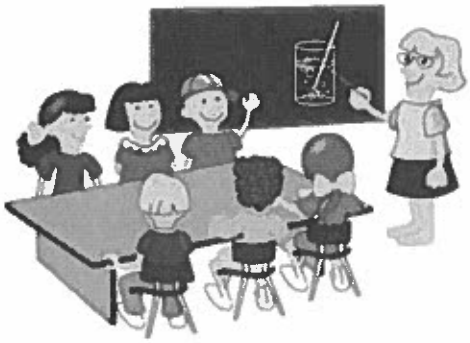
Use the articles "Trouble at Reading Railroad" and "Apple the Cat Calls a Meeting to Order" to answer questions 5 to 7.

5. Compare the problem Apple faces with the problem Mario and Nicky face.

6. Contrast the problem Apple faces with the problem Mario and Nicky face.

7. Can a story have a problem without a solution? Support your answer with evidence from at least one text.

Should School Be Year-Round?



Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in regular schools. But they get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools often get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools has tripled in the last ten years. By 2001, there were about 3,000 year-round schools.

Could your school be next? Would you want your school to be year-round? Read the arguments that follow. Then decide.

Yes Schools Should Be Year-Round.

Year-round schools are better than regular schools. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations in times other than summer. Students in year-round schools are less likely to have to miss school for a trip.

Frequent breaks are good for students. They have less stress when they go back to school after a break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in regular schools are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

No Schools Should Not Be Year-Round.

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers.

Most families plan vacations over the summer. Year-round schools restrict family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In regular schools, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Regular schools work just fine. There is no need to change to year-round schools.

Should Students Pay to Play?

Public schools are supposed to be free. But many of them no longer are. More and more schools are charging for activities and supplies.

Many schools now charge a pay-to-play fee. A pay-to-play fee bills parents for their children's after-school sports activities. The fee helps to pay for equipment and coaching. It also pays for bus rides to and from games. State and local taxes used to cover students' activities and supplies. But the cost of education has gone up. At many schools, tax money can no longer pay for everything. Many schools are in a tough spot. They want to provide students with the same activities they offered in the past. But they don't have the money to pay for them. Are pay-to-play fees the answer to the problem? Read the debate. Then decide for yourself.

Yes! Students should pay to play

A lack of money has forced some schools to charge students and parents for courses and books. Free books and classes are more important than free sports programs. Schools should charge students for sports before they make them pay for books and classes. After all, education should come first at schools. Schools don't want to charge for sports, but many

have to. "Where else are you going to turn?" asked Gary Frisch, a school official. "The pressure [to find money] moves somewhere.... It's falling on the shoulders of parents and students." Some schools, like those in Chicago, get extra money from their states. The money is given to them because many of their students are poor. Often the schools that get extra funding have lower pay-to-play fees. Some charge no activity fees. Other schools and states should use that system.

Fees are good for school sports. They weed out players who aren't serious about a sport. That makes teams stronger. Fees also make students put a higher value on playing.

No! Students should not pay to play

Sports are important. They teach students about leadership and teamwork. If schools charge fees, they should not limit fees to just sports. They should charge for classes, too.

Experts say that many teens weigh too much. Sports help students become fit. Fees discourage students from playing sports. Students who know they might sit on the bench might not try out for sports if there is a fee.

Schools need more money. Fees are not the answer to the problem, though. Schools should hold more fund-raisers to raise money. Fund-raisers can be fun for students. They also teach students about working as a team.

Some schools don't make poor families pay sports fees. That helps students who are willing to ask for help. But many students are too ashamed to say they can't afford the fees. Sports fees are unfair to those students. Students need the freedom to try different sports. That way they can find out which sport suits them best. Fees keep many students from developing their talents.

Name: _____ **Date:** _____

Use the article "Should Students Pay to Play?" to answer questions 1 to 2.

1. The second section of the article argues that students should pay to play sports. Based on this section, why are fees good for school sports?

_____

_____

_____

2. The third section of the article argues that students should not pay to play sports. Based on this section, how might fees to play sports affect students who know they might sit on the bench?

_____

_____

_____

Use the article "Should School Be Year-Round?" to answer questions 3 to 4.

3. The second section of the text argues that schools should be year-round. What is one reason why schools should be year-round?

_____

_____

_____

4. The third section of the text argues that schools should not be year-round. What is one reason why schools should not be year-round?

Use the articles "Should School Be Year-Round?" and "Should Students Pay to Play?" to answer questions 5 to 6.

5. Do either of these articles give a definite answer to the question asked in the title? Support your answer with evidence from the texts.

6. Each article asks a question in the title and includes two arguments in response to that question. The arguments support different opinions. Why might the authors have included arguments supporting different opinions in each article? Use evidence from both articles to support your answer.

Fluency Table of Contents

Add within 1,000—Skills Practice

Name: _____

Add. Regroup if necessary.

Form A

1 324 + 135	2 548 + 314	3 253 + 452	4 172 + 127	5 811 + 96
6 257 + 325	7 136 + 61	8 564 + 261	9 136 + 435	10 214 + 214
11 139 + 255	12 672 + 121	13 188 + 481	14 409 + 42	15 246 + 138
16 567 + 321	17 131 + 182	18 412 + 503	19 219 + 229	20 358 + 436
21 443 + 547	22 613 + 43	23 172 + 271	24 228 + 355	25 539 + 190

Add within 1,000—Skills Practice

Name: _____

Add. Regroup if necessary. **Form B**

1 323 + 293	2 148 + 242	3 121 + 456	4 592 + 92	5 253 + 216
6 517 + 482	7 674 + 144	8 405 + 375	9 128 + 127	10 234 + 123
11 581 + 265	12 447 + 136	13 334 + 595	14 204 + 278	15 111 + 82
16 183 + 132	17 571 + 187	18 153 + 144	19 262 + 162	20 347 + 437
21 242 + 325	22 610 + 194	23 718 + 78	24 432 + 243	25 519 + 318

Add within 1,000—Skills Practice

Name: _____

Add. Regroup twice if necessary. **Form A**

1 507 + 145	2 342 + 647	3 184 + 248	4 575 + 272	5 186 + 365
6 425 + 175	7 539 + 374	8 246 + 37	9 112 + 545	10 443 + 263
11 152 + 114	12 412 + 432	13 253 + 382	14 248 + 248	15 626 + 89
16 357 + 368	17 404 + 107	18 137 + 42	19 119 + 219	20 245 + 254
21 188 + 336	22 631 + 283	23 192 + 132	24 252 + 146	25 419 + 382

Add within 1,000—Skills Practice

Name: _____

Add. Regroup twice if necessary. **Form B**

1 272 + 242	2 269 + 166	3 437 + 450	4 144 + 192	5 128 + 821
6 273 + 378	7 175 + 113	8 543 + 432	9 269 + 69	10 354 + 308
11 191 + 471	12 225 + 276	13 138 + 342	14 312 + 444	15 137 + 185
16 558 + 158	17 121 + 63	18 236 + 346	19 184 + 675	20 136 + 138
21 367 + 477	22 103 + 199	23 333 + 432	24 372 + 32	25 159 + 528

Add within 1,000—Repeated Reasoning

Name: _____

Find place value patterns with ones and tens.

Set A

1	101 + 109	2	101 + 119	3	101 + 129
4	201 + 229	5	201 + 239	6	201 + 249
7	301 + 349	8	301 + 359	9	301 + 369
10	401 + 469	11	401 + 479	12	401 + 489

Set B

1	401 + 409 = _____	2	401 + 429 = _____
3	402 + 408 = _____	4	402 + 428 = _____
5	403 + 407 = _____	6	403 + 427 = _____
7	404 + 406 = _____	8	404 + 426 = _____
9	405 + 405 = _____	10	405 + 425 = _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Add within 1,000—Repeated Reasoning

Name: _____

Find place value patterns in the hundreds.

Set A

1	301 + 399	2	302 + 398	3	303 + 397
4	401 + 399	5	402 + 398	6	403 + 397
7	501 + 399	8	502 + 398	9	503 + 397

Set B

1	290 + 210	2	280 + 220	3	270 + 230
4	360 + 340	5	350 + 350	6	340 + 360
7	430 + 470	8	420 + 480	9	410 + 490

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup if necessary.

Form A

1 525 − 175	2 463 − 251	3 317 − 224	4 692 − 188	5 777 − 543
6 316 − 208	7 558 − 62	8 634 − 217	9 986 − 410	10 376 − 158
11 615 − 232	12 363 − 131	13 820 − 450	14 755 − 728	15 219 − 158
16 199 − 37	17 548 − 514	18 560 − 225	19 463 − 217	20 689 − 299
21 848 − 364	22 394 − 145	23 870 − 220	24 285 − 28	25 426 − 193

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup if necessary. **Form B**

1 462 − 124	2 590 − 340	3 359 − 165	4 151 − 23	5 616 − 552
6 512 − 206	7 683 − 542	8 294 − 227	9 837 − 144	10 765 − 255
11 862 − 680	12 166 − 71	13 999 − 678	14 491 − 119	15 263 − 105
16 254 − 153	17 418 − 64	18 784 − 715	19 399 − 75	20 525 − 250
21 656 − 574	22 894 − 361	23 413 − 208	24 639 − 193	25 574 − 236

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup twice if necessary.

Form A

1 228 − 194	2 615 − 306	3 321 − 76	4 426 − 115	5 846 − 275
6 454 − 127	7 987 − 36	8 341 − 149	9 510 − 250	10 258 − 236
11 535 − 137	12 466 − 383	13 652 − 167	14 342 − 132	15 573 − 37
16 270 − 244	17 751 − 283	18 305 − 103	19 486 − 93	20 765 − 345
21 588 − 370	22 329 − 152	23 142 − 66	24 435 − 219	25 853 − 299

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup twice if necessary. **Form B**

1 384 − 317	2 581 − 92	3 480 − 120	4 516 − 284	5 654 − 432
6 440 − 176	7 255 − 123	8 629 − 361	9 762 − 155	10 374 − 288
11 598 − 43	12 388 − 139	13 555 − 199	14 625 − 167	15 454 − 380
16 333 − 284	17 948 − 73	18 459 − 244	19 572 − 152	20 843 − 482
21 442 − 134	22 639 − 413	23 867 − 676	24 191 − 103	25 546 − 69

Subtract within 1,000—Skills Practice

Name: _____

Subtract across zeros. **Form A**

1 302 − 143	2 505 − 228	3 400 − 222	4 180 − 126	5 600 − 385
6 704 − 372	7 300 − 114	8 508 − 459	9 800 − 65	10 206 − 108
11 200 − 112	12 803 − 44	13 500 − 125	14 301 − 142	15 450 − 226
16 701 − 78	17 160 − 116	18 302 − 94	19 900 − 470	20 200 − 122
21 600 − 305	22 404 − 266	23 300 − 137	24 707 − 378	25 209 − 129

Subtract within 1,000—Skills Practice

Name: _____

Subtract across zeros. **Form B**

1 206 − 118	2 300 − 146	3 500 − 230	4 600 − 282	5 205 − 126
6 500 − 68	7 303 − 82	8 704 − 397	9 407 − 139	10 200 − 104
11 306 − 229	12 504 − 386	13 900 − 555	14 400 − 230	15 601 − 43
16 400 − 147	17 102 − 68	18 700 − 375	19 608 − 194	20 302 − 184
21 204 − 162	22 500 − 111	23 800 − 83	24 305 − 199	25 603 − 385

Subtract within 1,000—Repeated Reasoning

Name: _____

Find patterns subtracting 1.

Set A

1. 97 − 1 = _____
2. 697 − 1 = _____
3. 98 − 1 = _____
4. 698 − 1 = _____
5. 99 − 1 = _____
6. 699 − 1 = _____
7. 100 − 1 = _____
8. 700 − 1 = _____
9. 101 − 1 = _____
10. 701 − 1 = _____
11. 102 − 1 = _____
12. 702 − 1 = _____

Set B

1. 100 − 1 = _____
2. 500 − 1 = _____
3. 200 − 1 = _____
4. 600 − 1 = _____
5. 300 − 1 = _____
6. 700 − 1 = _____
7. 400 − 1 = _____
8. 800 − 1 = _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

Subtract within 1,000—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. 97 − 2 = _____
2. 597 − 2 = _____
3. 98 − 2 = _____
4. 598 − 2 = _____
5. 99 − 2 = _____
6. 599 − 2 = _____
7. 100 − 2 = _____
8. 600 − 2 = _____
9. 101 − 2 = _____
10. 601 − 2 = _____

Set B

1. 200 − 100
2. 400 − 100
3. 700 − 100
4. 200 − 101
5. 400 − 101
6. 700 − 101
7. 200 − 102
8. 400 − 102
9. 700 − 102
10. 200 − 103
11. 400 − 103
12. 700 − 103

Describe a pattern you see in one of the sets of problems above.

_____

_____

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 5 × 5.

Form A

1 $2 \times 2 =$ _____	2 $5 \times 4 =$ _____	3 $1 \times 3 =$ _____
4 $5 \times 3 =$ _____	5 $3 \times 3 =$ _____	6 $4 \times 2 =$ _____
7 $5 \times 5 =$ _____	8 $2 \times 3 =$ _____	9 $3 \times 4 =$ _____
10 $2 \times 5 =$ _____	11 $3 \times 2 =$ _____	12 $4 \times 5 =$ _____
13 $3 \times 4 =$ _____	14 $0 \times 0 =$ _____	15 $5 \times 1 =$ _____
16 $4 \times 4 =$ _____	17 $4 \times 5 =$ _____	18 $5 \times 5 =$ _____
19 $2 \times 4 =$ _____	20 $4 \times 4 =$ _____	21 $3 \times 3 =$ _____
22 $5 \times 4 =$ _____	23 $4 \times 3 =$ _____	24 $2 \times 2 =$ _____
25 $5 \times 3 =$ _____	26 $4 \times 4 =$ _____	27 $3 \times 5 =$ _____
28 $2 \times 3 =$ _____	29 $4 \times 3 =$ _____	30 $2 \times 5 =$ _____
31 $4 \times 2 =$ _____	32 $3 \times 5 =$ _____	33 $5 \times 2 =$ _____
34 $4 \times 5 =$ _____	35 $0 \times 2 =$ _____	36 $4 \times 3 =$ _____
37 $2 \times 4 =$ _____	38 $5 \times 2 =$ _____	39 $3 \times 2 =$ _____
40 $4 \times 0 =$ _____	41 $5 \times 3 =$ _____	42 $3 \times 4 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 5 × 5.

Form B

1 $5 \times 2 =$ _____	2 $3 \times 4 =$ _____	3 $4 \times 5 =$ _____
4 $2 \times 5 =$ _____	5 $3 \times 3 =$ _____	6 $2 \times 3 =$ _____
7 $5 \times 4 =$ _____	8 $4 \times 3 =$ _____	9 $3 \times 3 =$ _____
10 $2 \times 5 =$ _____	11 $5 \times 3 =$ _____	12 $3 \times 5 =$ _____
13 $2 \times 2 =$ _____	14 $5 \times 4 =$ _____	15 $4 \times 4 =$ _____
16 $1 \times 1 =$ _____	17 $4 \times 3 =$ _____	18 $0 \times 5 =$ _____
19 $4 \times 5 =$ _____	20 $2 \times 3 =$ _____	21 $4 \times 3 =$ _____
22 $2 \times 4 =$ _____	23 $4 \times 2 =$ _____	24 $5 \times 5 =$ _____
25 $5 \times 3 =$ _____	26 $2 \times 2 =$ _____	27 $4 \times 1 =$ _____
28 $3 \times 2 =$ _____	29 $5 \times 5 =$ _____	30 $3 \times 0 =$ _____
31 $3 \times 5 =$ _____	32 $4 \times 2 =$ _____	33 $4 \times 5 =$ _____
34 $5 \times 2 =$ _____	35 $3 \times 2 =$ _____	36 $4 \times 3 =$ _____
37 $4 \times 4 =$ _____	38 $3 \times 5 =$ _____	39 $2 \times 4 =$ _____
40 $4 \times 3 =$ _____	41 $0 \times 0 =$ _____	42 $2 \times 2 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 2, 5, and 10.

Form A

1 $5 \times 6 =$ _____	2 $9 \times 5 =$ _____	3 $10 \times 2 =$ _____
4 $9 \times 2 =$ _____	5 $10 \times 6 =$ _____	6 $4 \times 5 =$ _____
7 $2 \times 8 =$ _____	8 $10 \times 4 =$ _____	9 $3 \times 5 =$ _____
10 $9 \times 10 =$ _____	11 $8 \times 5 =$ _____	12 $2 \times 9 =$ _____
13 $5 \times 5 =$ _____	14 $6 \times 2 =$ _____	15 $8 \times 2 =$ _____
16 $10 \times 0 =$ _____	17 $7 \times 2 =$ _____	18 $2 \times 4 =$ _____
19 $10 \times 8 =$ _____	20 $2 \times 3 =$ _____	21 $5 \times 10 =$ _____
22 $3 \times 10 =$ _____	23 $5 \times 2 =$ _____	24 $10 \times 5 =$ _____
25 $2 \times 5 =$ _____	26 $5 \times 8 =$ _____	27 $2 \times 2 =$ _____
28 $5 \times 9 =$ _____	29 $7 \times 10 =$ _____	30 $10 \times 10 =$ _____
31 $10 \times 9 =$ _____	32 $2 \times 6 =$ _____	33 $6 \times 5 =$ _____
34 $10 \times 3 =$ _____	35 $5 \times 3 =$ _____	36 $5 \times 7 =$ _____
37 $2 \times 10 =$ _____	38 $7 \times 5 =$ _____	39 $10 \times 7 =$ _____
40 $6 \times 10 =$ _____	41 $1 \times 5 =$ _____	42 $4 \times 2 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 2, 5, and 10.

Form B

1. $3 \times 2 =$ _____
2. $5 \times 8 =$ _____
3. $7 \times 10 =$ _____
4. $2 \times 6 =$ _____
5. $2 \times 8 =$ _____
6. $8 \times 5 =$ _____
7. $10 \times 5 =$ _____
8. $5 \times 3 =$ _____
9. $10 \times 10 =$ _____
10. $0 \times 2 =$ _____
11. $5 \times 4 =$ _____
12. $4 \times 10 =$ _____
13. $10 \times 7 =$ _____
14. $2 \times 7 =$ _____
15. $2 \times 10 =$ _____
16. $4 \times 2 =$ _____
17. $6 \times 5 =$ _____
18. $10 \times 9 =$ _____
19. $7 \times 5 =$ _____
20. $9 \times 5 =$ _____
21. $2 \times 3 =$ _____
22. $2 \times 9 =$ _____
23. $5 \times 9 =$ _____
24. $2 \times 10 =$ _____
25. $5 \times 2 =$ _____
26. $10 \times 1 =$ _____
27. $10 \times 3 =$ _____
28. $5 \times 5 =$ _____
29. $9 \times 2 =$ _____
30. $8 \times 10 =$ _____
31. $6 \times 10 =$ _____
32. $5 \times 6 =$ _____
33. $3 \times 5 =$ _____
34. $4 \times 5 =$ _____
35. $2 \times 4 =$ _____
36. $9 \times 10 =$ _____
37. $10 \times 6 =$ _____
38. $5 \times 7 =$ _____
39. $2 \times 5 =$ _____
40. $8 \times 2 =$ _____
41. $7 \times 2 =$ _____
42. $5 \times 10 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 3, 4, 6, 7, 8, and 9

Form A

1 $8 \times 3 =$ _____	2 $6 \times 5 =$ _____	3 $9 \times 6 =$ _____
4 $4 \times 3 =$ _____	5 $7 \times 7 =$ _____	6 $10 \times 8 =$ _____
7 $6 \times 7 =$ _____	8 $8 \times 5 =$ _____	9 $7 \times 8 =$ _____
10 $2 \times 7 =$ _____	11 $10 \times 3 =$ _____	12 $4 \times 4 =$ _____
13 $8 \times 8 =$ _____	14 $3 \times 5 =$ _____	15 $6 \times 9 =$ _____
16 $9 \times 2 =$ _____	17 $0 \times 7 =$ _____	18 $9 \times 8 =$ _____
19 $10 \times 9 =$ _____	20 $8 \times 7 =$ _____	21 $5 \times 4 =$ _____
22 $3 \times 3 =$ _____	23 $9 \times 4 =$ _____	24 $6 \times 1 =$ _____
25 $7 \times 9 =$ _____	26 $4 \times 6 =$ _____	27 $9 \times 9 =$ _____
28 $1 \times 4 =$ _____	29 $7 \times 10 =$ _____	30 $4 \times 8 =$ _____
31 $6 \times 2 =$ _____	32 $9 \times 5 =$ _____	33 $8 \times 6 =$ _____
34 $9 \times 7 =$ _____	35 $6 \times 6 =$ _____	36 $3 \times 7 =$ _____
37 $8 \times 9 =$ _____	38 $5 \times 7 =$ _____	39 $6 \times 3 =$ _____
40 $7 \times 4 =$ _____	41 $6 \times 10 =$ _____	42 $3 \times 9 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 3, 4, 6, 7, 8, and 9

Form B

1 $6 \times 6 =$ _____	2 $3 \times 4 =$ _____	3 $7 \times 9 =$ _____
4 $7 \times 3 =$ _____	5 $5 \times 6 =$ _____	6 $0 \times 3 =$ _____
7 $7 \times 8 =$ _____	8 $2 \times 4 =$ _____	9 $7 \times 7 =$ _____
10 $3 \times 3 =$ _____	11 $6 \times 4 =$ _____	12 $5 \times 8 =$ _____
13 $9 \times 7 =$ _____	14 $8 \times 2 =$ _____	15 $4 \times 7 =$ _____
16 $10 \times 4 =$ _____	17 $3 \times 8 =$ _____	18 $9 \times 6 =$ _____
19 $8 \times 8 =$ _____	20 $9 \times 10 =$ _____	21 $5 \times 3 =$ _____
22 $7 \times 5 =$ _____	23 $9 \times 8 =$ _____	24 $10 \times 6 =$ _____
25 $3 \times 6 =$ _____	26 $5 \times 9 =$ _____	27 $8 \times 7 =$ _____
28 $4 \times 9 =$ _____	29 $8 \times 0 =$ _____	30 $3 \times 10 =$ _____
31 $7 \times 6 =$ _____	32 $2 \times 9 =$ _____	33 $9 \times 3 =$ _____
34 $10 \times 6 =$ _____	35 $8 \times 9 =$ _____	36 $6 \times 9 =$ _____
37 $6 \times 8 =$ _____	38 $4 \times 4 =$ _____	39 $9 \times 1 =$ _____
40 $9 \times 9 =$ _____	41 $8 \times 4 =$ _____	42 $4 \times 5 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 10 × 10.

Form A

1 $3 \times 5 =$ _____	2 $6 \times 7 =$ _____	3 $10 \times 10 =$ _____
4 $4 \times 9 =$ _____	5 $8 \times 6 =$ _____	6 $6 \times 4 =$ _____
7 $4 \times 2 =$ _____	8 $7 \times 7 =$ _____	9 $2 \times 3 =$ _____
10 $7 \times 8 =$ _____	11 $1 \times 1 =$ _____	12 $2 \times 8 =$ _____
13 $6 \times 6 =$ _____	14 $10 \times 5 =$ _____	15 $3 \times 7 =$ _____
16 $5 \times 8 =$ _____	17 $9 \times 9 =$ _____	18 $3 \times 3 =$ _____
19 $7 \times 4 =$ _____	20 $5 \times 2 =$ _____	21 $9 \times 5 =$ _____
22 $2 \times 2 =$ _____	23 $8 \times 3 =$ _____	24 $2 \times 6 =$ _____
25 $9 \times 3 =$ _____	26 $1 \times 7 =$ _____	27 $5 \times 4 =$ _____
28 $7 \times 5 =$ _____	29 $4 \times 4 =$ _____	30 $3 \times 6 =$ _____
31 $8 \times 8 =$ _____	32 $6 \times 9 =$ _____	33 $7 \times 2 =$ _____
34 $2 \times 9 =$ _____	35 $8 \times 9 =$ _____	36 $4 \times 3 =$ _____
37 $5 \times 5 =$ _____	38 $4 \times 8 =$ _____	39 $10 \times 1 =$ _____
40 $9 \times 7 =$ _____	41 $5 \times 6 =$ _____	42 $0 \times 8 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 10 × 10.

Form B

1. $5 \times 9 =$ _____
2. $6 \times 2 =$ _____
3. $3 \times 4 =$ _____
4. $2 \times 2 =$ _____
5. $4 \times 7 =$ _____
6. $6 \times 8 =$ _____
7. $3 \times 8 =$ _____
8. $9 \times 6 =$ _____
9. $3 \times 3 =$ _____
10. $8 \times 8 =$ _____
11. $3 \times 2 =$ _____
12. $1 \times 1 =$ _____
13. $3 \times 9 =$ _____
14. $4 \times 5 =$ _____
15. $8 \times 7 =$ _____
16. $7 \times 6 =$ _____
17. $8 \times 4 =$ _____
18. $8 \times 1 =$ _____
19. $9 \times 2 =$ _____
20. $6 \times 6 =$ _____
21. $8 \times 2 =$ _____
22. $6 \times 3 =$ _____
23. $10 \times 10 =$ _____
24. $4 \times 0 =$ _____
25. $9 \times 8 =$ _____
26. $5 \times 5 =$ _____
27. $4 \times 2 =$ _____
28. $4 \times 4 =$ _____
29. $1 \times 10 =$ _____
30. $8 \times 5 =$ _____
31. $4 \times 6 =$ _____
32. $2 \times 5 =$ _____
33. $7 \times 9 =$ _____
34. $10 \times 9 =$ _____
35. $9 \times 9 =$ _____
36. $2 \times 7 =$ _____
37. $7 \times 3 =$ _____
38. $4 \times 9 =$ _____
39. $6 \times 5 =$ _____
40. $7 \times 7 =$ _____
41. $5 \times 7 =$ _____
42. $3 \times 5 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Practice more facts up to 10 × 10.

Form A

1. 5 × 5	2. 8 × 3	3. 6 × 9	4. 2 × 7	5. 3 × 6	6. 7 × 4
7. 9 × 7	8. 8 × 6	9. 6 × 4	10. 3 × 3	11. 9 × 8	12. 5 × 3
13. 4 × 5	14. 7 × 7	15. 5 × 6	16. 9 × 3	17. 4 × 4	18. 6 × 10
19. 9 × 5	20. 6 × 7	21. 2 × 8	22. 0 × 0	23. 4 × 9	24. 8 × 8
25. 6 × 6	26. 4 × 8	27. 3 × 7	28. 10 × 10	29. 8 × 5	30. 9 × 2
31. 2 × 6	32. 9 × 9	33. 1 × 9	34. 7 × 8	35. 4 × 3	36. 7 × 5

Multiplication Facts—Skills Practice

Name: _____

Practice more facts up to 10 × 10.

Form B

1. 7 × 3	2. 8 × 2	3. 4 × 4	4. 5 × 9	5. 8 × 7	6. 3 × 4
7. 10 × 0	8. 6 × 8	9. 4 × 2	10. 3 × 9	11. 2 × 5	12. 4 × 7
13. 8 × 9	14. 6 × 1	15. 5 × 8	16. 2 × 9	17. 4 × 6	18. 8 × 8
19. 5 × 4	20. 6 × 3	21. 7 × 6	22. 9 × 9	23. 5 × 7	24. 3 × 8
25. 9 × 6	26. 7 × 7	27. 8 × 4	28. 10 × 7	29. 6 × 5	30. 2 × 3
31. 6 × 6	32. 10 × 10	33. 7 × 9	34. 5 × 5	35. 9 × 4	36. 7 × 2

Multiplication Facts—Repeated Reasoning

Name: _____

Find patterns with 4s facts.

Set A

1 $2 \times 1 =$ _____	2 $2 \times 2 \times 1 =$ _____	3 $4 \times 1 =$ _____
4 $2 \times 2 =$ _____	5 $2 \times 2 \times 2 =$ _____	6 $4 \times 2 =$ _____
7 $2 \times 3 =$ _____	8 $2 \times 2 \times 3 =$ _____	9 $4 \times 3 =$ _____
10 $2 \times 4 =$ _____	11 $2 \times 2 \times 4 =$ _____	12 $4 \times 4 =$ _____
13 $2 \times 5 =$ _____	14 $2 \times 2 \times 5 =$ _____	15 $4 \times 5 =$ _____

Set B

1 $6 \times 2 =$ _____	2 $(6 \times 2) + (6 \times 2) =$ _____	3 $6 \times 4 =$ _____
4 $7 \times 2 =$ _____	5 $(7 \times 2) + (7 \times 2) =$ _____	6 $7 \times 4 =$ _____
7 $8 \times 2 =$ _____	8 $(8 \times 2) + (8 \times 2) =$ _____	9 $8 \times 4 =$ _____
10 $9 \times 2 =$ _____	11 $(9 \times 2) + (9 \times 2) =$ _____	12 $9 \times 4 =$ _____
13 $10 \times 2 =$ _____	14 $(10 \times 2) + (10 \times 2) =$ _____	15 $10 \times 4 =$ _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Multiplication Facts—Repeated Reasoning

Name: _____

Find patterns with 3s facts.

Set A

1. $2 \times 1 =$ _____
2. $3 \times 1 =$ _____
3. $(2 \times 1) + 1 =$ _____
4. $2 \times 2 =$ _____
5. $3 \times 2 =$ _____
6. $(2 \times 2) + 2 =$ _____
7. $2 \times 3 =$ _____
8. $3 \times 3 =$ _____
9. $(2 \times 3) + 3 =$ _____
10. $2 \times 4 =$ _____
11. $3 \times 4 =$ _____
12. $(2 \times 4) + 4 =$ _____
13. $2 \times 5 =$ _____
14. $3 \times 5 =$ _____
15. $(2 \times 5) + 5 =$ _____

Set B

1. $6 \times 2 =$ _____
2. $(6 \times 2) + 6 =$ _____
3. $6 \times 3 =$ _____
4. $7 \times 2 =$ _____
5. $(7 \times 2) + 7 =$ _____
6. $7 \times 3 =$ _____
7. $8 \times 2 =$ _____
8. $(8 \times 2) + 8 =$ _____
9. $8 \times 3 =$ _____
10. $9 \times 2 =$ _____
11. $(9 \times 2) + 9 =$ _____
12. $9 \times 3 =$ _____
13. $10 \times 2 =$ _____
14. $(10 \times 2) + 10 =$ _____
15. $10 \times 3 =$ _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Multiplication Facts—Repeated Reasoning

Name: _____

Find patterns with 9s facts.

Set A

1 $10 \times 1 =$ _____	2 $9 \times 1 =$ _____	3 $(10 \times 1) - 1 =$ _____
4 $10 \times 2 =$ _____	5 $9 \times 2 =$ _____	6 $(10 \times 2) - 2 =$ _____
7 $10 \times 3 =$ _____	8 $9 \times 3 =$ _____	9 $(10 \times 3) - 3 =$ _____
10 $10 \times 4 =$ _____	11 $9 \times 4 =$ _____	12 $(10 \times 4) - 4 =$ _____
13 $10 \times 5 =$ _____	14 $9 \times 5 =$ _____	15 $(10 \times 5) - 5 =$ _____

Set B

1 $6 \times 10 =$ _____	2 $(10 \times 6) - 6 =$ _____	3 $6 \times 9 =$ _____
4 $7 \times 10 =$ _____	5 $(10 \times 7) - 7 =$ _____	6 $7 \times 9 =$ _____
7 $8 \times 10 =$ _____	8 $(10 \times 8) - 8 =$ _____	9 $8 \times 9 =$ _____
10 $9 \times 10 =$ _____	11 $(10 \times 9) - 9 =$ _____	12 $9 \times 9 =$ _____
13 $10 \times 10 =$ _____	14 $(10 \times 10) - 10 =$ _____	15 $10 \times 9 =$ _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Multiplication Facts—Repeated Reasoning

Name: _____

Find patterns with 6s facts.

Set A

1. $5 \times 1 =$ _____
2. $6 \times 1 =$ _____
3. $(6 \times 1) + 1 =$ _____
4. $5 \times 2 =$ _____
5. $6 \times 2 =$ _____
6. $(6 \times 2) + 2 =$ _____
7. $5 \times 3 =$ _____
8. $6 \times 3 =$ _____
9. $(6 \times 3) + 3 =$ _____
10. $5 \times 4 =$ _____
11. $6 \times 4 =$ _____
12. $(6 \times 4) + 4 =$ _____
13. $5 \times 5 =$ _____
14. $6 \times 5 =$ _____
15. $(6 \times 5) + 5 =$ _____

Set B

1. $6 \times 5 =$ _____
2. $(6 \times 5) + 6 =$ _____
3. $6 \times 6 =$ _____
4. $7 \times 5 =$ _____
5. $(7 \times 5) + 7 =$ _____
6. $7 \times 6 =$ _____
7. $8 \times 5 =$ _____
8. $(8 \times 5) + 8 =$ _____
9. $8 \times 6 =$ _____
10. $9 \times 5 =$ _____
11. $(9 \times 5) + 9 =$ _____
12. $9 \times 6 =$ _____
13. $10 \times 5 =$ _____
14. $(10 \times 5) + 10 =$ _____
15. $10 \times 6 =$ _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Division Facts—Skills Practice

Name: _____

Divide up to 25 ÷ 5. **Form A**

1 16 ÷ 4 = _____	2 12 ÷ 3 = _____	3 6 ÷ 3 = _____
4 8 ÷ 2 = _____	5 20 ÷ 5 = _____	6 9 ÷ 3 = _____
7 15 ÷ 3 = _____	8 4 ÷ 2 = _____	9 0 ÷ 3 = _____
10 10 ÷ 2 = _____	11 15 ÷ 5 = _____	12 4 ÷ 4 = _____
13 12 ÷ 4 = _____	14 6 ÷ 2 = _____	15 10 ÷ 5 = _____
16 8 ÷ 4 = _____	17 20 ÷ 4 = _____	18 5 ÷ 1 = _____
19 15 ÷ 3 = _____	20 12 ÷ 4 = _____	21 16 ÷ 4 = _____
22 10 ÷ 2 = _____	23 25 ÷ 5 = _____	24 0 ÷ 2 = _____
25 20 ÷ 5 = _____	26 15 ÷ 3 = _____	27 8 ÷ 4 = _____
28 12 ÷ 3 = _____	29 4 ÷ 2 = _____	30 9 ÷ 3 = _____
31 20 ÷ 4 = _____	32 6 ÷ 3 = _____	33 12 ÷ 3 = _____
34 1 ÷ 1 = _____	35 25 ÷ 5 = _____	36 15 ÷ 5 = _____
37 10 ÷ 5 = _____	38 8 ÷ 2 = _____	39 12 ÷ 4 = _____
40 16 ÷ 4 = _____	41 6 ÷ 2 = _____	42 20 ÷ 5 = _____

Division Facts—Skills Practice

Name: _____

Divide up to 25 ÷ 5. **Form B**

1. 12 ÷ 3 = _____
2. 15 ÷ 5 = _____
3. 8 ÷ 4 = _____
4. 20 ÷ 4 = _____
5. 16 ÷ 4 = _____
6. 6 ÷ 3 = _____
7. 5 ÷ 5 = _____
8. 8 ÷ 2 = _____
9. 25 ÷ 5 = _____
10. 8 ÷ 4 = _____
11. 9 ÷ 3 = _____
12. 20 ÷ 4 = _____
13. 15 ÷ 3 = _____
14. 20 ÷ 5 = _____
15. 6 ÷ 2 = _____
16. 12 ÷ 4 = _____
17. 0 ÷ 4 = _____
18. 4 ÷ 2 = _____
19. 25 ÷ 5 = _____
20. 10 ÷ 2 = _____
21. 15 ÷ 5 = _____
22. 0 ÷ 5 = _____
23. 9 ÷ 3 = _____
24. 15 ÷ 3 = _____
25. 16 ÷ 4 = _____
26. 6 ÷ 3 = _____
27. 12 ÷ 3 = _____
28. 15 ÷ 3 = _____
29. 10 ÷ 2 = _____
30. 3 ÷ 3 = _____
31. 12 ÷ 4 = _____
32. 10 ÷ 5 = _____
33. 6 ÷ 2 = _____
34. 8 ÷ 2 = _____
35. 20 ÷ 5 = _____
36. 12 ÷ 3 = _____
37. 10 ÷ 5 = _____
38. 15 ÷ 5 = _____
39. 4 ÷ 2 = _____
40. 12 ÷ 4 = _____
41. 2 ÷ 1 = _____
42. 20 ÷ 5 = _____

Division Facts—Skills Practice

Name: _____

Divide by 2, 5, or 10. **Form A**

1. 30 ÷ 5 = _____
2. 20 ÷ 2 = _____
3. 45 ÷ 5 = _____
4. 18 ÷ 2 = _____
5. 60 ÷ 10 = _____
6. 20 ÷ 5 = _____
7. 16 ÷ 2 = _____
8. 40 ÷ 10 = _____
9. 15 ÷ 5 = _____
10. 90 ÷ 10 = _____
11. 40 ÷ 5 = _____
12. 8 ÷ 2 = _____
13. 12 ÷ 2 = _____
14. 25 ÷ 5 = _____
15. 50 ÷ 10 = _____
16. 80 ÷ 10 = _____
17. 14 ÷ 2 = _____
18. 4 ÷ 2 = _____
19. 30 ÷ 10 = _____
20. 6 ÷ 2 = _____
21. 100 ÷ 10 = _____
22. 18 ÷ 2 = _____
23. 10 ÷ 2 = _____
24. 5 ÷ 5 = _____
25. 40 ÷ 5 = _____
26. 10 ÷ 5 = _____
27. 35 ÷ 5 = _____
28. 35 ÷ 5 = _____
29. 70 ÷ 10 = _____
30. 45 ÷ 5 = _____

Division Facts—Skills Practice

Name: _____

Divide by 2, 5, or 10.

Form B

1. 25 ÷ 5 = _____
2. 45 ÷ 5 = _____
3. 35 ÷ 5 = _____
4. 40 ÷ 5 = _____
5. 8 ÷ 2 = _____
6. 16 ÷ 2 = _____
7. 20 ÷ 5 = _____
8. 10 ÷ 2 = _____
9. 20 ÷ 5 = _____
10. 25 ÷ 5 = _____
11. 14 ÷ 2 = _____
12. 80 ÷ 10 = _____
13. 18 ÷ 2 = _____
14. 6 ÷ 2 = _____
15. 4 ÷ 2 = _____
16. 18 ÷ 2 = _____
17. 40 ÷ 10 = _____
18. 50 ÷ 5 = _____
19. 10 ÷ 5 = _____
20. 40 ÷ 5 = _____
21. 100 ÷ 10 = _____
22. 45 ÷ 5 = _____
23. 12 ÷ 2 = _____
24. 30 ÷ 5 = _____
25. 90 ÷ 10 = _____
26. 15 ÷ 5 = _____
27. 35 ÷ 5 = _____
28. 30 ÷ 10 = _____
29. 16 ÷ 2 = _____
30. 70 ÷ 10 = _____

Division Facts—Skills Practice

Name: _____

Divide by 3, 4, 6, 7, 8, and 9.

Form A

1 $56 \div 7 =$ _____	2 $21 \div 3 =$ _____	3 $80 \div 8 =$ _____
4 $18 \div 6 =$ _____	5 $12 \div 4 =$ _____	6 $36 \div 9 =$ _____
7 $35 \div 7 =$ _____	8 $6 \div 6 =$ _____	9 $32 \div 4 =$ _____
10 $24 \div 3 =$ _____	11 $54 \div 9 =$ _____	12 $48 \div 6 =$ _____
13 $64 \div 8 =$ _____	14 $24 \div 6 =$ _____	15 $30 \div 3 =$ _____
16 $63 \div 9 =$ _____	17 $40 \div 8 =$ _____	18 $24 \div 4 =$ _____
19 $54 \div 6 =$ _____	20 $21 \div 7 =$ _____	21 $81 \div 9 =$ _____
22 $70 \div 7 =$ _____	23 $28 \div 4 =$ _____	24 $48 \div 8 =$ _____
25 $24 \div 8 =$ _____	26 $42 \div 7 =$ _____	27 $30 \div 6 =$ _____
28 $36 \div 4 =$ _____	29 $72 \div 9 =$ _____	30 $32 \div 8 =$ _____
31 $16 \div 8 =$ _____	32 $27 \div 3 =$ _____	33 $63 \div 7 =$ _____
34 $56 \div 8 =$ _____	35 $45 \div 9 =$ _____	36 $27 \div 9 =$ _____
37 $20 \div 4 =$ _____	38 $42 \div 6 =$ _____	39 $28 \div 7 =$ _____
40 $72 \div 8 =$ _____	41 $49 \div 7 =$ _____	42 $18 \div 3 =$ _____

Division Facts—Skills Practice

Name: _____

Divide by 3, 4, 6, 7, 8, and 9. **Form B**

1 $24 \div 3 =$ _____	2 $42 \div 6 =$ _____	3 $21 \div 7 =$ _____
4 $72 \div 9 =$ _____	5 $30 \div 3 =$ _____	6 $28 \div 4 =$ _____
7 $12 \div 4 =$ _____	8 $48 \div 6 =$ _____	9 $63 \div 7 =$ _____
10 $30 \div 6 =$ _____	11 $27 \div 9 =$ _____	12 $42 \div 7 =$ _____
13 $49 \div 7 =$ _____	14 $21 \div 3 =$ _____	15 $90 \div 9 =$ _____
16 $72 \div 8 =$ _____	17 $48 \div 8 =$ _____	18 $45 \div 9 =$ _____
19 $18 \div 3 =$ _____	20 $28 \div 7 =$ _____	21 $54 \div 6 =$ _____
22 $32 \div 8 =$ _____	23 $32 \div 4 =$ _____	24 $8 \div 8 =$ _____
25 $56 \div 8 =$ _____	26 $24 \div 4 =$ _____	27 $36 \div 4 =$ _____
28 $27 \div 3 =$ _____	29 $81 \div 9 =$ _____	30 $24 \div 8 =$ _____
31 $40 \div 8 =$ _____	32 $54 \div 9 =$ _____	33 $64 \div 8 =$ _____
34 $24 \div 6 =$ _____	35 $56 \div 7 =$ _____	36 $36 \div 9 =$ _____
37 $80 \div 8 =$ _____	38 $20 \div 4 =$ _____	39 $63 \div 9 =$ _____
40 $35 \div 7 =$ _____	41 $18 \div 6 =$ _____	42 $54 \div 6 =$ _____

Division Facts—Skills Practice

Name: _____

Divide up to 100 ÷ 10. **Form A**

1. 48 ÷ 6 = _____
2. 27 ÷ 3 = _____
3. 16 ÷ 8 = _____
4. 25 ÷ 5 = _____
5. 14 ÷ 2 = _____
6. 72 ÷ 8 = _____
7. 18 ÷ 6 = _____
8. 56 ÷ 7 = _____
9. 6 ÷ 2 = _____
10. 28 ÷ 4 = _____
11. 7 ÷ 1 = _____
12. 45 ÷ 9 = _____
13. 64 ÷ 8 = _____
14. 15 ÷ 5 = _____
15. 20 ÷ 2 = _____
16. 4 ÷ 2 = _____
17. 24 ÷ 3 = _____
18. 63 ÷ 7 = _____
19. 12 ÷ 3 = _____
20. 16 ÷ 4 = _____
21. 90 ÷ 10 = _____
22. 81 ÷ 9 = _____
23. 36 ÷ 4 = _____
24. 12 ÷ 2 = _____
25. 40 ÷ 8 = _____
26. 9 ÷ 3 = _____
27. 49 ÷ 7 = _____
28. 30 ÷ 6 = _____
29. 54 ÷ 9 = _____
30. 1 ÷ 1 = _____
31. 21 ÷ 7 = _____
32. 8 ÷ 2 = _____
33. 35 ÷ 5 = _____
34. 10 ÷ 10 = _____
35. 18 ÷ 9 = _____
36. 36 ÷ 6 = _____
37. 10 ÷ 2 = _____
38. 20 ÷ 4 = _____
39. 42 ÷ 7 = _____
40. 32 ÷ 8 = _____
41. 50 ÷ 5 = _____
42. 24 ÷ 6 = _____

Division Facts—Skills Practice

Name: _____

Divide up to 100 ÷ 10. **Form B**

1. 36 ÷ 6 = _____
2. 16 ÷ 2 = _____
3. 21 ÷ 3 = _____
4. 30 ÷ 5 = _____
5. 56 ÷ 8 = _____
6. 72 ÷ 9 = _____
7. 5 ÷ 1 = _____
8. 18 ÷ 2 = _____
9. 64 ÷ 8 = _____
10. 28 ÷ 7 = _____
11. 8 ÷ 4 = _____
12. 45 ÷ 5 = _____
13. 63 ÷ 9 = _____
14. 15 ÷ 5 = _____
15. 100 ÷ 10 = _____
16. 35 ÷ 7 = _____
17. 4 ÷ 2 = _____
18. 27 ÷ 9 = _____
19. 40 ÷ 5 = _____
20. 81 ÷ 9 = _____
21. 14 ÷ 7 = _____
22. 54 ÷ 6 = _____
23. 25 ÷ 5 = _____
24. 32 ÷ 4 = _____
25. 20 ÷ 5 = _____
26. 42 ÷ 6 = _____
27. 12 ÷ 4 = _____
28. 24 ÷ 8 = _____
29. 60 ÷ 6 = _____
30. 36 ÷ 4 = _____
31. 18 ÷ 3 = _____
32. 49 ÷ 7 = _____
33. 1 ÷ 1 = _____
34. 48 ÷ 8 = _____
35. 16 ÷ 4 = _____
36. 9 ÷ 3 = _____
37. 3 ÷ 3 = _____
38. 6 ÷ 3 = _____
39. 12 ÷ 6 = _____
40. 10 ÷ 5 = _____
41. 24 ÷ 4 = _____
42. 90 ÷ 9 = _____

Division Facts—Repeated Reasoning

Name: _____

Find patterns dividing by 2 and 5.

Set A

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

Set B

1. _____ = 5 ÷ 5
2. 2 = _____ ÷ 5
3. _____ = 15 ÷ 5
4. 4 = _____ ÷ 5
5. _____ = 25 ÷ 5
6. 6 = _____ ÷ 5
7. _____ = 35 ÷ 5
8. 8 = _____ ÷ 5
9. _____ = 45 ÷ 5
10. 10 = _____ ÷ 5

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Division Facts—Repeated Reasoning

Name: _____

Find patterns in quotients.

Set A

1. $6 \div 3 =$ _____
2. $6 \div 6 =$ _____
3. $12 \div 3 =$ _____
4. $12 \div 6 =$ _____
5. $18 \div 3 =$ _____
6. $18 \div 6 =$ _____
7. $24 \div 3 =$ _____
8. $24 \div 6 =$ _____
9. $30 \div 3 =$ _____
10. $30 \div 6 =$ _____

Set B

1. $8 \div 4 =$ _____
2. $8 \div 8 =$ _____
3. $16 \div 4 =$ _____
4. $16 \div 8 =$ _____
5. $24 \div 4 =$ _____
6. $24 \div 8 =$ _____
7. $32 \div 4 =$ _____
8. $32 \div 8 =$ _____
9. $40 \div 4 =$ _____
10. $40 \div 8 =$ _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

_____

Multiply by Tens—Skills Practice

Name: _____

Use place value to multiply. **Form A**

1. $7 \times 30 =$ _____
2. $40 \times 4 =$ _____
3. $6 \times 80 =$ _____
4. $4 \times 60 =$ _____
5. $90 \times 3 =$ _____
6. $20 \times 3 =$ _____
7. $5 \times 80 =$ _____
8. $6 \times 20 =$ _____
9. $60 \times 9 =$ _____
10. $40 \times 8 =$ _____
11. $2 \times 20 =$ _____
12. $50 \times 2 =$ _____
13. $60 \times 6 =$ _____
14. $9 \times 20 =$ _____
15. $6 \times 80 =$ _____
16. $7 \times 90 =$ _____
17. $3 \times 40 =$ _____
18. $70 \times 5 =$ _____
19. $50 \times 4 =$ _____
20. $70 \times 0 =$ _____
21. $3 \times 80 =$ _____
22. $80 \times 8 =$ _____
23. $6 \times 50 =$ _____
24. $9 \times 90 =$ _____
25. $5 \times 30 =$ _____
26. $70 \times 2 =$ _____
27. $60 \times 5 =$ _____
28. $90 \times 8 =$ _____
29. $6 \times 30 =$ _____
30. $9 \times 40 =$ _____
31. $4 \times 70 =$ _____
32. $7 \times 70 =$ _____
33. $20 \times 8 =$ _____
34. $30 \times 3 =$ _____
35. $9 \times 60 =$ _____
36. $90 \times 5 =$ _____
37. $50 \times 8 =$ _____
38. $2 \times 40 =$ _____
39. $8 \times 70 =$ _____
40. $9 \times 80 =$ _____
41. $50 \times 5 =$ _____
42. $7 \times 60 =$ _____

Multiply by Tens—Skills Practice

Name: _____

Use place value to multiply.

Form B

1. $8 \times 30 =$ _____
2. $5 \times 80 =$ _____
3. $40 \times 6 =$ _____
4. $5 \times 60 =$ _____
5. $3 \times 70 =$ _____
6. $80 \times 4 =$ _____
7. $70 \times 9 =$ _____
8. $7 \times 50 =$ _____
9. $60 \times 8 =$ _____
10. $20 \times 5 =$ _____
11. $6 \times 60 =$ _____
12. $90 \times 6 =$ _____
13. $9 \times 40 =$ _____
14. $3 \times 60 =$ _____
15. $40 \times 7 =$ _____
16. $8 \times 80 =$ _____
17. $6 \times 90 =$ _____
18. $20 \times 7 =$ _____
19. $50 \times 0 =$ _____
20. $70 \times 9 =$ _____
21. $5 \times 30 =$ _____
22. $2 \times 30 =$ _____
23. $90 \times 5 =$ _____
24. $4 \times 40 =$ _____
25. $7 \times 80 =$ _____
26. $2 \times 20 =$ _____
27. $90 \times 8 =$ _____
28. $30 \times 4 =$ _____
29. $7 \times 60 =$ _____
30. $90 \times 2 =$ _____
31. $50 \times 9 =$ _____
32. $70 \times 7 =$ _____
33. $8 \times 70 =$ _____
34. $5 \times 70 =$ _____
35. $80 \times 2 =$ _____
36. $3 \times 30 =$ _____
37. $30 \times 9 =$ _____
38. $5 \times 40 =$ _____
39. $70 \times 6 =$ _____
40. $50 \times 5 =$ _____
41. $90 \times 9 =$ _____
42. $40 \times 2 =$ _____