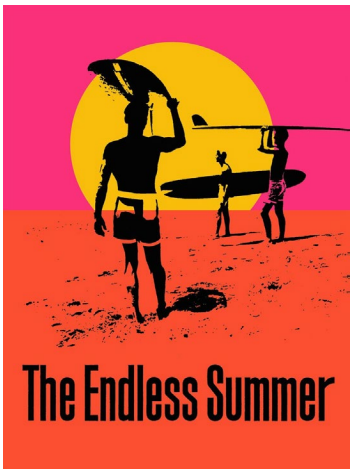
# 3rd Form 2025 Summer
# Reading and Writing Challenge




Dear 3rd Form,

We hope everyone has a nice, LONG summer break. It might not be endless, but we hope you all have plenty of opportunities to play, hike, swim, explore and try some new things (surf!!) during your vacation. To help you keep your school muscles in shape during the break, we are giving you some school exercises to work on. In addition to an optional summer math packet, we are sending home this reading and writing challenge too.

Over the summer we want you to read as much as possible. We would like every student to read at least 1000 pages before school starts in the fall. Record the books you read on the Summer Reading Log on the back of this letter and include the date and pages read in the far column. Please pick books at your grade level. You can use the www.scholastic.com website to check to see if a book is at the right reading level for you.

Additionally, every 3rd Form student must read The Voyage of the Dawn Treader by C.S. Lewis. This is a challenging text for rising 4th graders and some rising 5th graders, so we ask parents to read this book to their children this summer if your child is not able to comprehend the story on his or her own. Make sure to discuss the book as a family, paying special attention to the character Eustace and how he changes through the story. We will be having a seminar discussion on this book during our first full week of school. After reading the book, every student must write a response paragraph answering the following question:

*** In the story The Voyage of the Dawn Treader, how does the character Eustace change? ***

HINT: A good response paragraph includes an interesting topic sentence, three supporting ideas that support your claim, a detail or example sentence for each supporting idea and a concluding sentence that reminds the reader of your topic sentence's main i dea. Rising fifth graders should also provide an analysis sentence for each supporting idea in your paragraphs.

The math packet is optional, though we strongly suggest completing 1 page every other day during the break. The reading log and response paragraph are due on the first day of school.

Have a great summer!

# Summer Reading Log

Reader's Name _____

Remember to keep reading over the summer and record what you read!

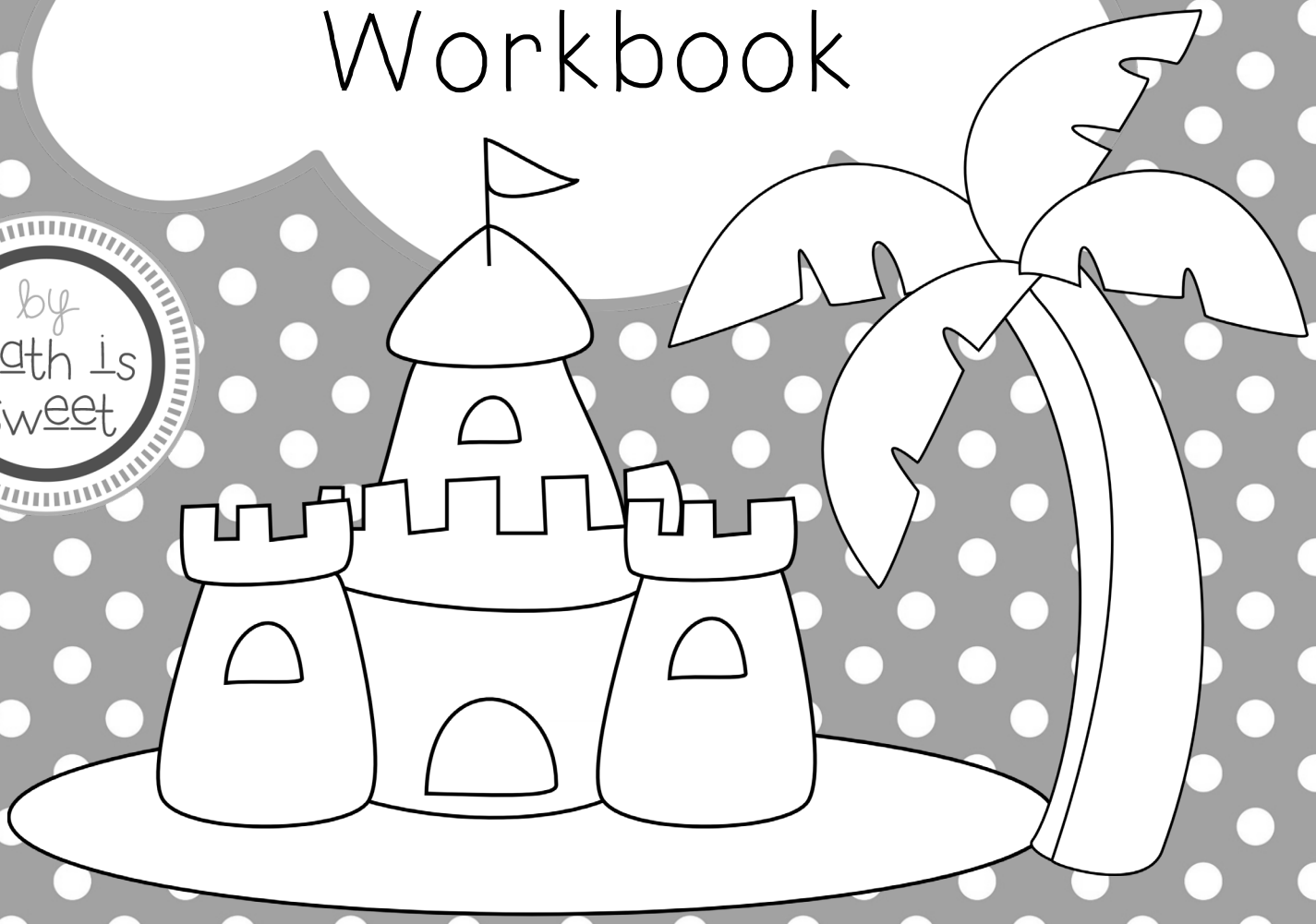
| | Title | Author | Date |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |

# 3rd Grade

# Summer Math

## Workbook

by Math is Sweet



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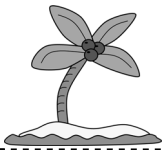


# 3rd Grade Summer Math – Day 1

Write your answer in the space provided or draw a box around your final answer.

1) Computation
What is the sum of 4,980 and 6,279?

2) Computation
Multiply.

$$\begin{array}{r} 491 \\ \times \quad 5 \\ \hline \end{array}$$

3) Word Problem (draw a bar model)
There are 5,625 people at the basketball game. 3,095 of them are adults and the rest of them are children. How many more adults than children are at the game?

_____

4) Fractions
List three equivalent fractions for

a) $\frac{1}{2}$ = _____; _____; _____

b) $\frac{1}{3}$ = _____; _____; _____

5) Fractions

There were 12 slices of pizza. Luke ate $\frac{2}{3}$ of the slices.
How many slices did he eat?

_____

6) Rounding

Round 4,590 to the nearest

a) ten → _____

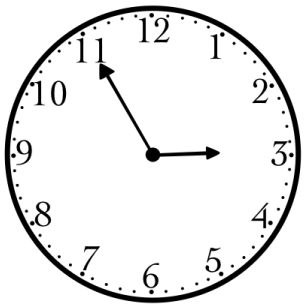
b) hundred → _____

c) thousand → _____

7) Time

a) What time is shown on the clock? _____

b) What time will it be 30 minutes later? _____




8) Place Value

Express 2,305 in expanded form. _____

9) Geometry

Draw a pair of perpendicular line segments. Label them *AB* and *YZ*.

10) Measurement

Ella wants to make 12 hair bows and needs 1 foot of red ribbon for each one.
How many yards of red ribbon will she need to make all 12 hair bows?

_____

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 2

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Subtract.

$$\begin{array}{r} 6,020 \\ -\ 1,658 \\ \hline \end{array}$$

2) Computation

Divide 867 by 4.

3) Fractions

a) $\frac{\square}{5} + \frac{1}{5} = 1$

b) $\frac{\square}{9} + \frac{7}{9} = 1$

4) Fractions

Mark made a cake and cut it into 15 pieces. He ate $\frac{2}{5}$ of the pieces.
How many pieces of cake are left?

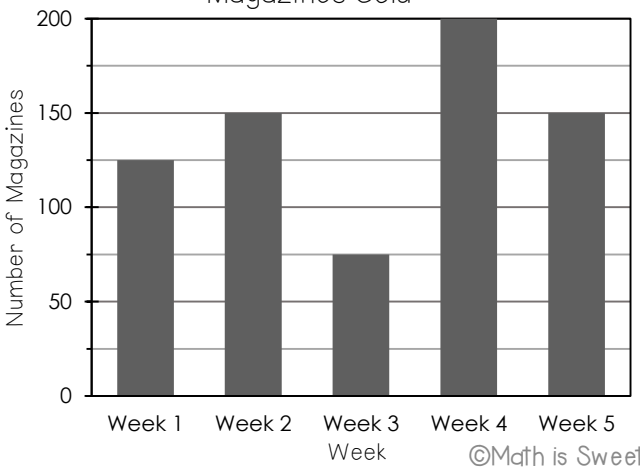
_____

5) Data

Use the information in the graph to answer the questions below.

a) The greatest increase in sales occurred between weeks _____ and _____.

b) _____ magazines were sold in weeks 1 and 2.



6) Money

Mia bought some shoes for $45.89 and a pair of socks for $6.45. She gave the cashier a $100 bill. How much change should Mia receive?

_____

7) Time

Billy left his house to play at the park at 1:45 p.m. He returned at 4:35 p.m.
How long was Billy at the park?

_____

8) Fractions

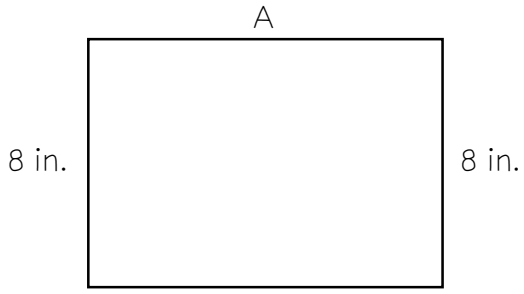
Circle the fractions that are greater than $\frac{1}{2}$.

$\frac{1}{4}$ $\frac{5}{8}$ $\frac{9}{10}$ $\frac{3}{7}$ $\frac{4}{8}$ $\frac{5}{5}$

9) Area/Perimeter

The figure below is a rectangle. The perimeter of the rectangle is 36 inches.
What is the length of side A?

_____

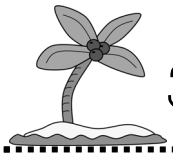



10) Word Problem (draw a bar model)

Jack and Jill collected 435 apples. Jack collected twice as many apples as Jill.
How many apples did Jack collect?

_____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 3

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply 609 by 6.

2) Computation
Divide.

$$7 \overline{)225}$$

3) Rounding
Round each number to the nearest hundred.

a) 3,650 → _____

b) 4,049 → _____

4) Fractions
Alice used $\frac{4}{6}$ cup of flour to make cookies and $\frac{1}{6}$ cup of flour to make chicken fingers. How much flour did she use in all?

_____

5) Time
A train traveling to New York City left the station at 11:15 a.m. It arrived in New York City 3 hours and 55 minutes later. At what time did the train arrive?

_____

6) Word Problem (draw a bar model)
A florist had 385 flowers. After selling some flowers, she had 67 flowers left.
If she charged $3 for each flower sold, how much money did she make?

_____

7) Money
What is the value of the money shown below?

_____





8) Place Value
Complete the pattern.

4,505 _____ 4,725 4,835 4,945 _____ _____

What's the rule? _____

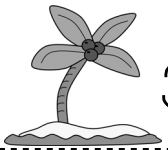
9) Geometry
Circle the letters that have at least one line of symmetry.

A B C D E F G

10) Measurement
If 2 cups make a pint and 2 pints make a quart, how many cups are in 8 quarts?

_____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 4

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Subtract 4,454 from 6,209.

2) Computation
Multiply.

$$\begin{array}{r} 607 \\ \times \quad 8 \\ \hline \end{array}$$

3) Word Problem (draw a bar model)
The cafeteria has 2,345 plates and 1,495 bowls. 2,968 of the plates and bowls are plastic.
How many plates and bowls are not plastic?

_____

4) Fractions
What whole numbers are represented by the fractions below?

a) $\frac{9}{9}$ = _____

b) $\frac{27}{9}$ = _____

5) Fractions

David ate $\frac{2}{5}$ of a pizza. John ate $\frac{2}{8}$ of a pizza.
Who ate less?

_____

How do you know?

_____

6) Rounding

Round each number to the nearest ten.

a) 3,455 → _____

b) 2,814 → _____

c) 1,009 → _____

7) Time

Mrs. Huggins wants to serve dinner at 6:15 pm.
It will take 50 minutes to prepare and 1 hour 25 minutes to cook the dinner.
At what time will Mrs. Huggins need to start preparing dinner?

_____

8) Place Value

Make the greatest ODD number using all of the digits below.

7, 5, 2, 8 → _____

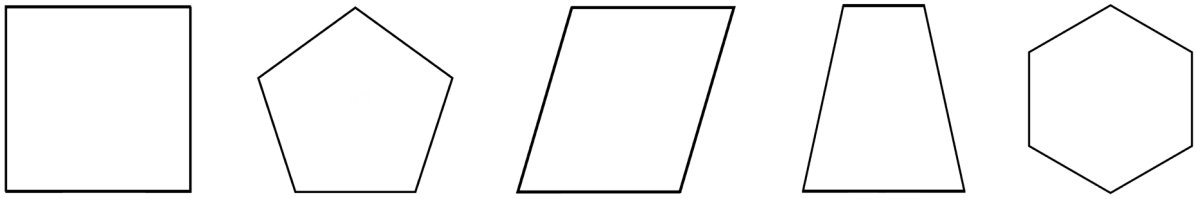
9) Money

Nathan's mom gave him a $20 bill for dinner and a movie.
He spent $10 on dinner and $5.85 on a movie ticket.
How much change should he give
his mom from her $20 bill?

_____

10) Geometry

Shade the quadrilaterals.



Name: _____ Date: _____

# 3rd Grade Summer Math – Day 5

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Add 6,550 and 2,995.

2) Computation

Divide 725 by 8.

3) Fractions

Write the fractions in simplest form.

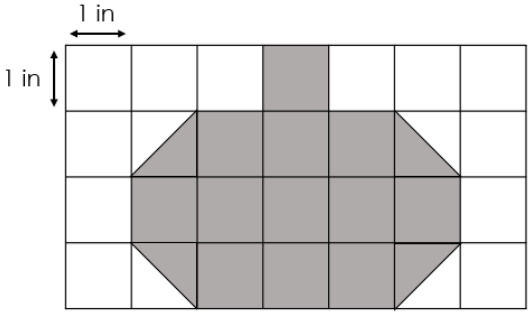
a) $\frac{6}{8}$ = _____

b) $\frac{9}{12}$ = _____

4) Area/Perimeter

Find the area of the shaded figure.

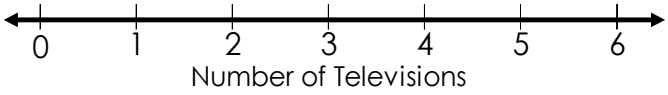
_____




5) Graphing

Use the data in the table to complete the line plot.

| Number of Televisions | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Number of Families | 3 | 5 | 7 | 7 | 4 | 0 | 1 |




Number of Televisions

Key: Each x stands for one family

6) Word Problem (draw a bar model)
Olivia is 15 centimeters shorter than Luke. Luke is 42 centimeters taller than Kate. Kate is 134 centimeters tall. How tall is Olivia?

_____

7) Fractions
Subtract.

a) $\frac{7}{10} - \frac{2}{10} =$ _____

b) $\frac{3}{8} - \frac{1}{8} =$ _____

8) Rounding
Round each number to the nearest thousand.

a) 2,199 → _____

b) 3,500 → _____

9) Balancing Equations
Fill in the blanks to make each side of the equation have the same value.

3,500 = _____ - 450

10) Time
How many minutes are in 1 hour? _____

3 hours = _____ minutes

300 minutes = _____ hours

7 hours = _____ minutes

240 minutes = _____ hours

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 6

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply.

$$\begin{array}{r} 431 \\ \times \quad 5 \\ \hline \end{array}$$

2) Computation
Divide.

$$3 \overline{)780}$$

3) Place Value
Fill in the blanks. If 10 tens = 100, then

18 tens = _____

25 tens = _____

96 tens = _____

4) Fractions (draw a picture to help you)

a) $\frac{1}{5}$ of 25 = _____

b) $\frac{3}{5}$ of 25 = _____

5) Area/Perimeter
What is the perimeter of the rectangle below?

_____

6) Word Problem (draw a bar model)
A new oven costs $968. It costs $348 less than a new refrigerator.
Find the total cost of the two items.

_____

7) Fractions
Compare the fractions. Use > , < , or = .

a) $\frac{4}{5}$ ◯ $\frac{4}{10}$

b) $\frac{7}{8}$ ◯ $\frac{3}{4}$

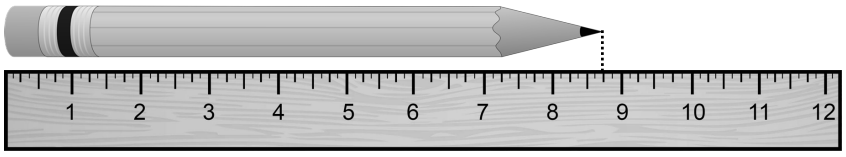
8) Place Value
Compare. Write *greater than*, *less than*, or *equal to*.

a) 54 tens is _____ 54.

b) 2,000 + 60 + 6 is _____ 2,606.

9) Measurement
Measure the pencil to the nearest quarter inch.

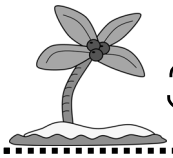
_____




10) Money
Kate earned $50 babysitting. She spent $5 on a pack of stickers for herself and bought each of her 3 friends a pack of stickers as well. How much money does she have left?

_____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 7

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Subtract.

$$\begin{array}{r} 5,228 \\ -\ 3,909 \\ \hline \end{array}$$

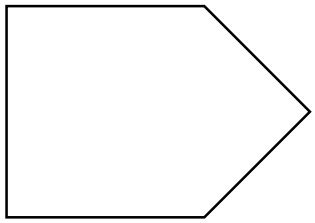
2) Computation

Divide.

$$9\overline{)906}$$

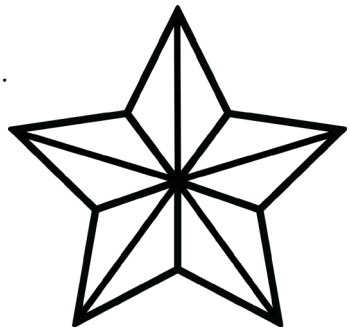
3) Geometry

Mark the right angles in the shape below.
Use a right angle symbol.



4) Fractions

Shade $\frac{4}{5}$ of the star.



5) Money

Brice had a yard sale last weekend. He sold an old TV for $20.75 and a box of baseball cards for $11.98. How much money did he earn for both items?

_____

6) Word Problem (draw a bar model)
There are 4,333 bags of pink and blue cotton candy at the fair.
2,909 of the bags are blue.
How many more blue bags are there than pink bags?

_____

7) Rounding
Round 6,315 to the nearest

a) ten → _____

b) hundred → _____

c) thousand → _____

8) Balancing Equations
Fill in the blanks to make each side of the equation have the same value.

2,310 + _____ = 7,800

9) Time
Add.

a) 3 hr 45 min + 2 hr 20 min = _____

b) 1 hr 30 min + 1 hr 40 min = _____

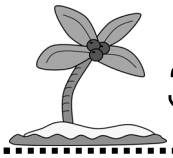
10) Fractions
If $\frac{3}{3} = 1$ then,

a) $\frac{6}{3}$ = _____

b) $\frac{9}{3}$ = _____

c) $\frac{12}{3}$ = _____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 8

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the sum of 4,267 and 4,825.

2) Computation
Multiply.

$$\begin{array}{r} 393 \\ \times \quad 9 \\ \hline \end{array}$$

3) Word Problem (draw a bar model)
418 sweaters were sold at the department store last year. Three times as many sweaters were sold this year as last year. How many more sweaters were sold this year?

_____

4) Fractions
Put the fractions in order from *least* to *greatest*.

$\frac{3}{9}$ $\frac{6}{9}$ $\frac{1}{9}$ $\frac{5}{9}$ $\frac{0}{9}$

_____ , _____ , _____ , _____ , _____

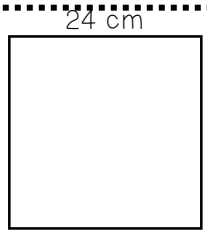
5) Place Value
Complete the pattern.

2, 4, 8, 16, _____ , _____ , _____ , _____

What is the rule? _____

6) Area/Perimeter

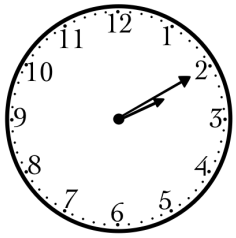
What is the perimeter of the square?




_____

7) Time

Write the time shown on each clock below.



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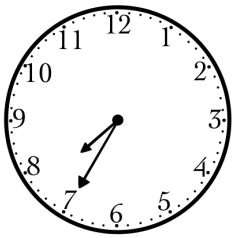


_____

8) Place Value

Make the least ODD number using all of the digits below.

2, 1, 8, 0→ _____

9) Fractions

A cake is cut into 12 pieces. 6 pieces of the cake are eaten. What fraction of the cake has not been eaten? Give your answer in simplest form.

_____

10) Graphing

a) In what month did students read 180 books?

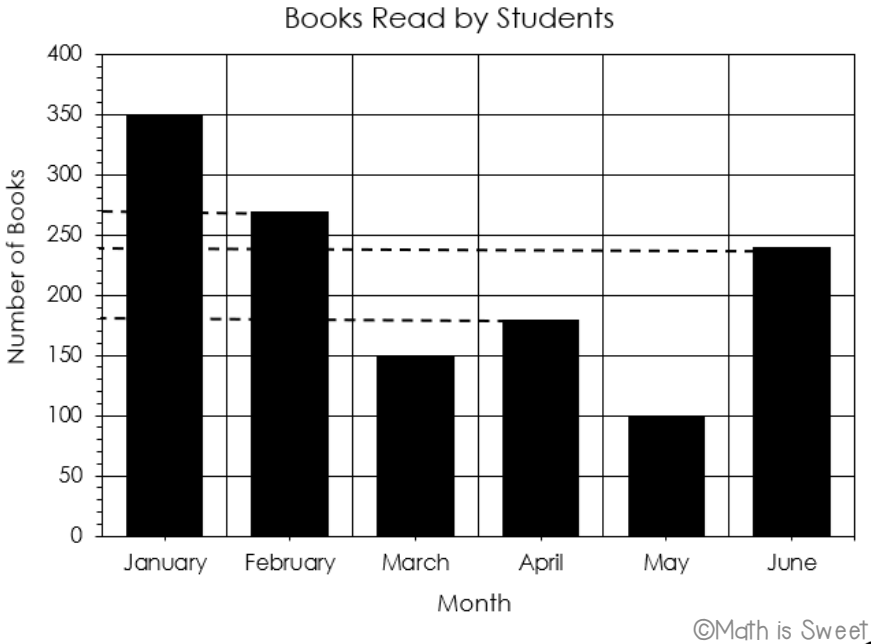
_____

b) During which month were 50 more books read than in May?

_____

c) How many books were read in January and February?

_____



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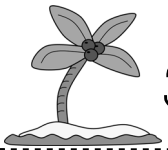


# 3rd Grade Summer Math – Day 9

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the product of 3 and 813.

2) Computation
What is the quotient when 528 is divided by 2?

3) Rounding
Round each number to the nearest ten.

a) 1,472 → _____

b) 9,295 → _____

4) Fractions

Matthew bought a box of 32 sodas. His family drank $\frac{5}{8}$ of the sodas.
*How many* sodas did his family drink?

_____

5) Measurement
Fill in the blanks.

_____ cups = 1 pint

2 pints = _____ quart

_____ cups = 1 quart

_____ quarts = 1 gallon

6) Word Problem (draw a bar model)
There are 6,095 boys and girls at the football stadium. 2,864 of the children are girls.
How many more boys than girls are at the stadium?

_____

7) Fractions
David mows $\frac{3}{12}$ of his lawn in the morning. What fraction of his lawn must he mow in the afternoon in order to mow his entire lawn? Give your answer in simplest form.

_____

8) Money
Luke wants to buy a new baseball cap. The cap costs $19.99 but is on sale for $14.47.
How much money will he save?

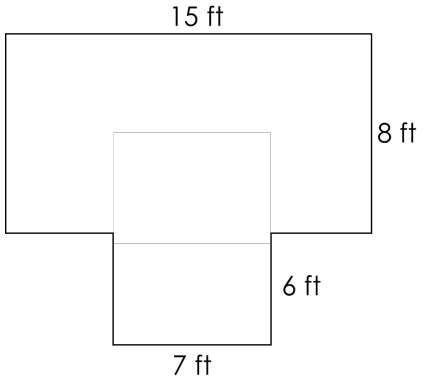
_____

9) Place Value
Fill in the blanks.

| | 200 less | | 200 more |
|---|---|---|---|
| a) | _____ | 5,802 | _____ |
| b) | _____ | 9,150 | _____ |

10) Area/Perimeter
Amy wants to buy carpet for her bedroom.
What is the total area of the bedroom?

_____



Name: _____ Date: _____

# 3rd Grade Summer Math – Day 10

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Add.

$$\begin{array}{r} 2,085 \\ +\ 4,929 \\ \hline \end{array}$$

2) Computation

Divide 650 by 9.

3) Rounding

Round 3,071 to the nearest

a) ten → _____

b) hundred → _____

c) thousand → _____

4) Fractions

List three equivalent fractions for

a) $\frac{4}{5}$ = _____; _____; _____

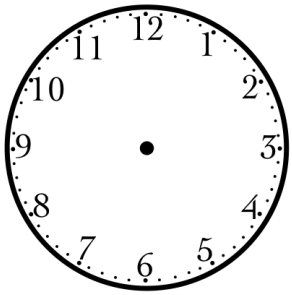
b) $\frac{2}{3}$ = _____; _____; _____

5) Time

Draw hands on the clock to show 20 minutes to 5.
(Don't forget to place the hour hand in the correct position!)

What time is shown on the clock?

_____



6) Word Problem (draw a bar model)
A garden has 4 rows of flowers. Each row has 312 flowers.
A gardener picks 865 flowers. How many flowers are left?

_____

7) Money
Emery buys a new bike for $67.75. She pays with a $100 bill.
How much change will she receive?

_____

8) Place Value
Fill in the blanks.

If 10 hundreds = 1,000, then

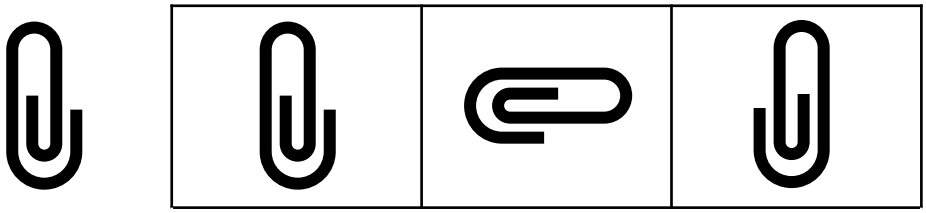
15 hundreds = _____ 37 hundreds = _____

80 hundreds = _____

9) Fractions
Frankie cut a candy bar into 8 pieces. She divided all the pieces equally between herself and 3 friends. What fraction of the candy bar did each person receive?

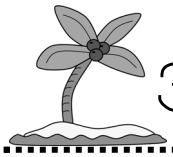
_____

10) Geometry
Look at the figure.
Write whether each box shows a flip, turn, or slide of the figure.



_____ _____ _____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 11

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply.

$$\begin{array}{r} 840 \\ \times \quad 7 \\ \hline \end{array}$$

2) Computation
Divide.

$$6 \overline{)\,754}$$

3) Rounding
Round each number to the nearest hundred.

a) 6,551 → _____

b) 7,998 → _____

4) Fractions
Put the fractions in order from *greatest* to *least*.

$\frac{2}{9}$ $\frac{2}{6}$ $\frac{2}{3}$ $\frac{2}{5}$ $\frac{2}{10}$

_____ , _____ , _____ , _____ , _____

5) Time
Sophia started piano practice at 3:20 pm. After practicing the piano, she completed her homework, took her dog for a walk, and played outside. She came inside for dinner at 5:55 pm. How long did she spend on all of her activities from the start of piano practice to when she came inside for dinner?

_____

6) Word Problem (draw a bar model)

Milly Mouse ate 56 more grams of cheese than Marty Mouse. Marty Mouse ate 27 fewer grams of chees than Murray Mouse. If Murray mouse ate 326 grams of cheese, how many grams did Milly Mouse eat?

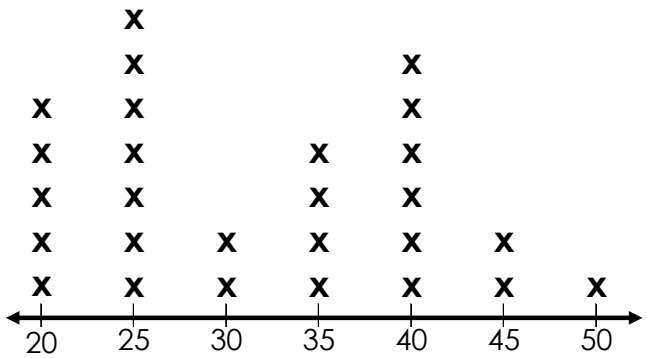
_____

7) Graphing

Use the data in the line plot to answer the questions.

a) How many people won fewer than 35 tickets? _____

b) What was the greatest number of tickets won? _____




8) Place Value

Compare. Write *greater than*, *less than*, or *equal to*.

a) 6 tens more than 1,250 _____ 1,850.

b) Three thousand, three hundred thirty is _____ 3,303.

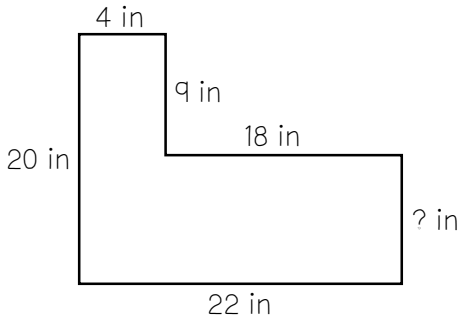
9) Area/Perimeter

a) What is the length of the missing side?

_____

b) What is the perimeter of the figure?

_____

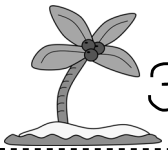



10) Fractions

Sarah knits $\frac{1}{5}$ of a scarf on Monday. She knits another $\frac{3}{5}$ of the scarf on Tuesday. What fraction of the scarf does she have left to knit?

_____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 12

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the difference between 4,206 and 9,007.

2) Computation
Find the product when 345 is multiplied by 8.

3) Word Problem (draw a bar model)
Jeffrey has 85 tulips to plant. He plants 22 tulips in the ground and plants the rest equally into 9 pots. How many tulips did he plant in each pot?

_____

4) Fractions
Find the numerator needed to make the whole numbers below.

a) $\frac{\square}{3} = 6$

b) $\frac{\square}{5} = 4$

5) Balancing Equations
Fill in the blanks to make each side of the equation have the same value.

1,550 + 1,550 = 5,000 - _____

6) Fractions

Mr. Thompson's tomato vine had 10 tomatoes. He picked 4 of the tomatoes. What fraction of the tomatoes are left on the vine? Give your answer in simplest form.

_____

7) Money

Mark earns $38 at his lemonade stand. He earns another $56 for babysitting his little brother. Then he buys a new backpack for $26.76. How much money does he have left?

_____

8) Place Value

Make the greatest EVEN number using all of the digits below.

1, 5, 4, 7 → _____

9) Area/Perimeter

A rectangle has an area of 36 square centimeters. What are two possible length and width combinations that could create a rectangle with this area?

a) _____

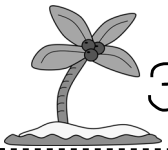
b) _____

10) Measurement

A paperclip weighs about a gram. A small pineapple weighs about a kilogram.
1,000 grams = 1 kilogram.
Choose the best unit of measurement. Write *gram* or *kilogram*.

| a piece of bread | a small car | a bowling ball |
| --- | --- | --- |
| _____ | _____ | _____ |

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 13

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply.

$$\begin{array}{r} 517 \\ \times \quad 8 \\ \hline \end{array}$$

2) Computation
Divide 227 by 8.

3) Rounding
Round 1,699 to the nearest

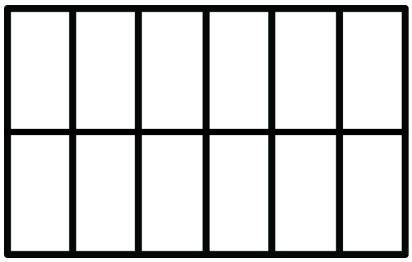
a) ten → _____

b) hundred → _____

c) thousand → _____

4) Fractions

Shade $\frac{1}{4}$ of the rectangle.



5) Money
Caleb has $50. He spends $15.45 on a new t-shirt and $23.63 on a new pair of shoes. How much money does he have left?

_____

6) Word Problem (draw a bar model)
Anna, Brittany and Kelly have 65 stuffed animals in all.
Anna has twice as many stuffed animals as Brittany.
Kelly has 14 stuffed animals. How many stuffed animals does Anna have?

_____

7) Fractions
Compare the fractions. Use > , < , or = .

a) $\frac{2}{9}$ ◯ $\frac{1}{3}$

b) $\frac{1}{6}$ ◯ $\frac{1}{4}$

8) Place Value
Fill in the blanks.

a) 6 x 8 = _____ b) 9 x 7 = _____

6 x 80 = _____ 90 x 7 = _____

6 x 800 = _____ 900 x 7 = _____

9) Geometry
Draw an example of a

a) line b) line segment c) point

10) Time
How many minutes are in 1 hour? _____

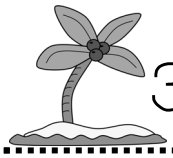
2 hours = _____ minutes

360 minutes = _____ hours

9 hours = _____ minutes

600 minutes = _____ hours

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 14

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Add.

$$\begin{array}{r} 3,850 \\ +\ 3,758 \\ \hline \end{array}$$

2) Computation
Multiply 476 by 9.

3) Word Problem (draw a bar model)
Mrs. Smith bought a bag of candy for her class. She gave 7 pieces to each of her 18 students. How many pieces of candy were in the bag?

_____

4) Fractions
Write the fractions in simplest form.

a) $\frac{12}{15}$ = _____

b) $\frac{10}{12}$ = _____

5) Place Value
Fill in the blanks.

a) 4 x 9 = _____

4 x 90 = _____

4 x 900 = _____

b) 8 x 7 = _____

80 x 7 = _____

800 x 7 = _____

6) Area/Perimeter

Alan wants to put a wooden frame around a mirror with a width of 4 feet and a height of 6 feet. What is the total length of wood he will need to go around the mirror?

_____

7) Time

Subtract.

a) 7 hr 15 min – 2 hr 35 min = _____

b) 6 hr 20 min – 4 hr 45 min = _____

8) Place Value

Compare. Write *greater than*, *less than*, or *equal to*.

a) Nine thousand, four hundred five is _____ 9,000 + 400 + 5.

b) 2,500 is _____ 25 thousands.

9) Fractions

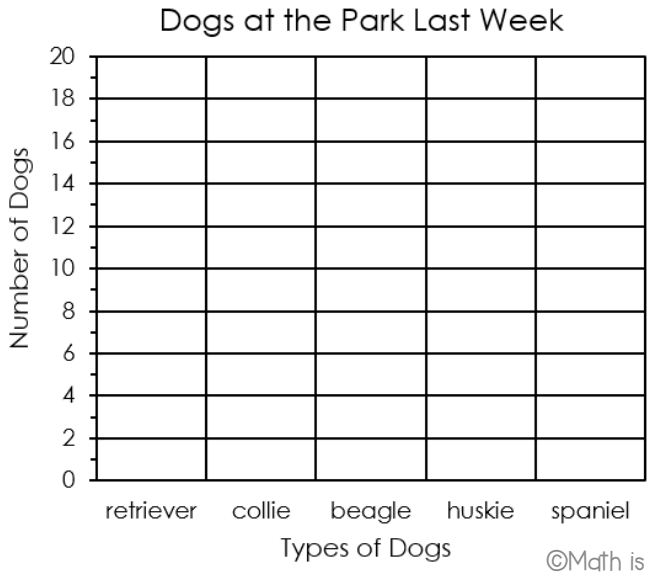
Callie earned $45 babysitting. She put $\frac{4}{9}$ of her money in her savings account. How much money did she put in her savings account?

_____

10) Graphing

Use the data in the table to complete the bar graph.

| Type of Dog | Number of Dogs |
|---|---|
| retriever | 18 |
| collie | 8 |
| beagle | 11 |
| huskie | 1 |
| spaniel | 12 |




The scale shows a skip count of _____.

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 15

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Subtract 4,256 from 7,005.

2) Computation

Divide.

$7 \overline{)5\ 9\ 3}$

3) Rounding

Round each number to the nearest thousand.

a) 6,389 → _____

b) 8,703 → _____

4) Fractions

Mrs. Jenkins has a class of 28 students. $\frac{3}{7}$ of her students are girls.

How many students are boys?

_____

5) Money

What is the value of the money shown below?

_____






6) Word Problem (draw a bar model)
Jack and Ryan earned $420 dog-sitting over the summer.
Jack earned three times as much as Ryan.
How much more did Jack earn than Ryan?

_____

7) Fractions

Daisy finished $\frac{1}{4}$ of her art project on Monday. On Tuesday, she finished $\frac{1}{2}$ of her project. What fraction of the project still needs to be completed?

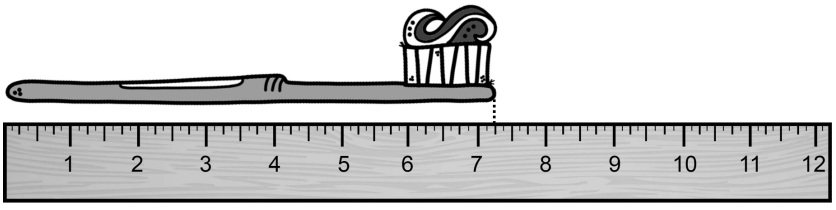
_____

8) Balancing Equations
Fill in the blanks to make each side of the equation have the same value.

2,975 + _____ = 9,450

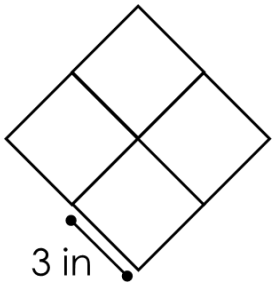
9) Measurement
Measure the toothbrush to the nearest quarter inch.

_____




10) Area/Perimeter
The big square is made up of 4 identical small squares.
What is the area of the big square?

_____



Name: _____ Date: _____

# 3rd Grade Summer Math – Day 16

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the sum of 871 and 8,710.

2) Computation
Divide.

$$6 \overline{)\ 9\quad 1\quad 8}$$

3) Place Value
Make the least EVEN number using all of the digits below.

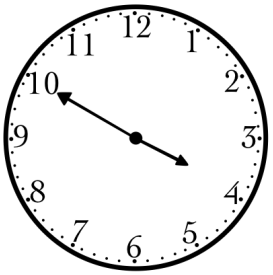
7, 3, 6, 4 → _____

4) Fractions
What whole numbers are represented by the fractions below?

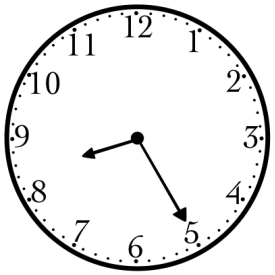
a) $\frac{36}{4}$ = _____

b) $\frac{16}{8}$ = _____

5) Time
Write the time shown on each clock below.



_____



_____

6) Word Problem (draw a bar model)
Sandy earns 3 times as much money as Freddy. Freddy earns half as much as Lizzy.
If Lizzy earned $120, how much money did Sandy earn?

_____

7) Fractions
Compare the fractions. Use > , < , or = .

a) $\frac{2}{3}$ ◯ $\frac{5}{6}$

b) $\frac{3}{4}$ ◯ $\frac{6}{12}$

8) Place Value
Fill in the blanks.

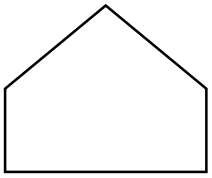
If 10 tens = 100, then

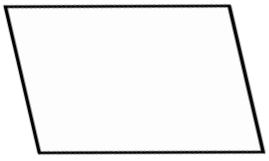
120 = _____ tens  450 = _____ tens  700 = _____ tens

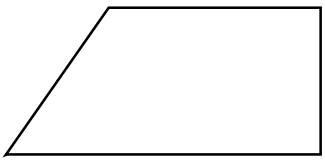
9) Money
Molly spends $45.30 on a new pair of shoes. She pays with a $50 bill.
How much change does she receive?

_____

10) Geometry
Write the name of each shape.

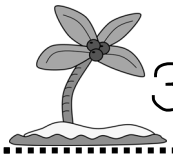






_____  _____  _____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 17

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply.

$$\begin{array}{r} 239 \\ \times \quad 4 \\ \hline \end{array}$$

2) Computation
Divide 775 by 5.

3) Rounding
Round 9,307 to the nearest

a) ten → _____

b) hundred → _____

c) thousand → _____

4) Fractions
Put the fractions in order from *least* to *greatest*. Use $\frac{1}{2}$ as a benchmark.

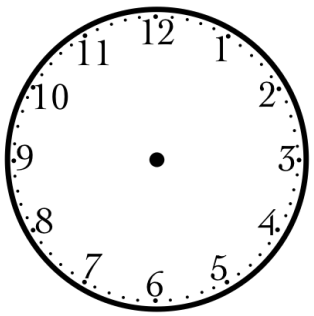
$\frac{3}{6}$ $\frac{4}{7}$ $\frac{2}{8}$ $\frac{8}{9}$ $\frac{1}{10}$

_____ , _____ , _____ , _____ , _____

5) Time
Draw hands on the clock to show 25 minutes after noon.
(Don't forget to place the hour hand in the correct position!)

What time is shown on the clock?

_____



6) Word Problem (draw a bar model)

Ian scored 240 points playing skeeball. He scored 60 points more than Hank.
How many points did the boys score in all?

_____

7) Fractions

Mrs. Huggins needs 1 cup of sugar for a recipe. She has $\frac{5}{8}$ of a cup.
How much more sugar does she need?

_____

8) Balancing Equations

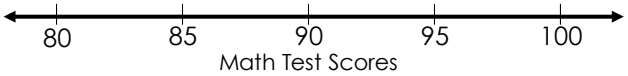
Fill in the blanks to make each side of the equation have the same value.

4,500 - _____ = 1,800 + 975

9) Graphing

Use the information in the table to complete the line plot.

| Math Test Score | Number of Students |
|---|---|
| 80 | 1 |
| 85 | 7 |
| 90 | 8 |
| 95 | 5 |
| 100 | 2 |



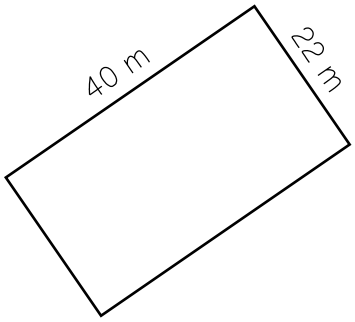

Math Test Scores

Key: Each x stands for one student

10) Area/Perimeter

What is the perimeter of the rectangle?

_____



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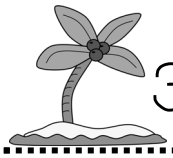


# 3rd Grade Summer Math – Day 18

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Subtract.

$$\begin{array}{r} 7,106 \\ -\ 1,207 \\ \hline \end{array}$$

2) Computation
What is the product when 845 is multiplied by 9?

3) Measurement
Fill in the blanks.

_____ ounces = 1 pound

_____ ounces = 3 pounds

_____ ounces = 6 pounds

4) Fractions
List three equivalent fractions for

a) $\frac{5}{10}$ = _____; _____; _____

b) $\frac{3}{9}$ = _____; _____; _____

5) Money
Ashley walks her neighbor's dog for 7 days. She earns $12 each day. With the money she earns, she buys a new purse for $52. How much money does she have left?

_____

6) Word Problem (draw a bar model)
Marcie made 124 friendship pins in May. She made another 140 pins in June.
She put the pins in bags of 4 to sell at the craft fair. How many bags did she make?

_____

7) Fractions

Chris and Aidan each ran $\frac{2}{5}$ of a mile. What fraction of a mile did they eat in all?

_____

8) Place Value
Complete the pattern.

8,200 7,950 _____ 7,450 _____ _____

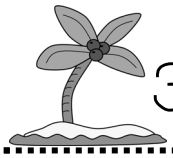
What's the rule? _____

9) Area/Perimeter
A rectangle with a length of 3 feet and a width of 8 feet has an area of 24 square feet.
Draw and label another rectangle that could also have the same area.

10) Place Value
Fill in the blanks.

| | 70 less | | 70 more |
|---|---|---|---|
| a) | _____ | 2,810 | _____ |
| b) | _____ | 7,777 | _____ |

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 19

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the difference between 5,010 and 2,807.

2) Computation
Divide 568 by 3.

4) Rounding
Round each number to the nearest ten.

a) 3,299 → _____

b) 5,617 → _____

c) 1,111 → _____

3) Fractions (draw a picture to help you)

a) $\frac{1}{8}$ of 40 = _____

b) $\frac{2}{9}$ of 36 = _____

5) Time
Lindsey is sewing scarves for her friends. It takes her 15 minutes to sew one scarf. How long will it take her to sew 10 scarves? Give your answer in hours and minutes.

_____

If she starts sewing scarves at 11:40 am, what time will it be after she sews all 10 scarves?

_____

6) Word Problem (draw a bar model)

There are 5,287 cows and chickens on a farm. 1,033 of the animals are cows.
How many more chickens are on the farm than cows?

_____

7) Money

What is the value of the money shown below?

_____

8) Place Value

Make the greatest ODD number using all of the digits below.

4, 5, 1, 9 → _____

9) Fractions

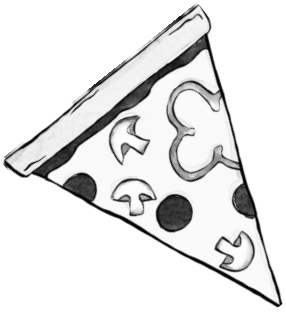
Compare the fractions. Use > , < , or = .

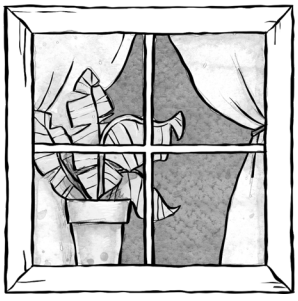
a) $\frac{8}{9}$ ◯ $\frac{5}{6}$

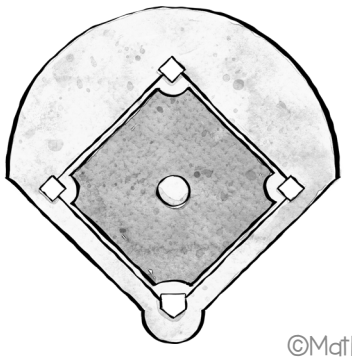
b) $\frac{6}{8}$ ◯ $\frac{3}{4}$

10) Geometry

Mark at least two angles in each shape below.







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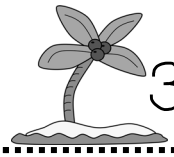


# 3rd Grade Summer Math – Day 20

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Add.

$$\begin{array}{r} 3,675 \\ +\ 5,555 \\ \hline \end{array}$$

2) Computation
Multiply.

$$\begin{array}{r} 270 \\ \times\ \ \ 6 \\ \hline \end{array}$$

3) Word Problem (draw a bar model)
After using $1,287 to buy a new TV, Mrs. Jones has $356 left.
How much did she have at first?

_____

4) Fractions
Write the fractions in simplest form.

a) $\frac{4}{12}$ = _____

b) $\frac{10}{15}$ = _____

5) Place Value
Fill in the blanks.

a) 5 x 6 = _____

5 x 60 = _____

5 x 600 = _____

b) 7 x 4 = _____

70 x 4 = _____

700 x 4 = _____

6) Fractions

Ava sews 30 buttons on some jackets. $\frac{2}{3}$ of the buttons are gold. *How many* buttons are not gold?

_____

7) Time

How many minutes are in 1 hour? _____

9 hours = _____ minutes

180 minutes = _____ hours

4 hours = _____ minutes

420 minutes = _____ hours

8) Rounding

A number, when rounded to the nearest hundred, is 3,500.
What is the least number possible?

_____

What is the greatest number possible?

_____

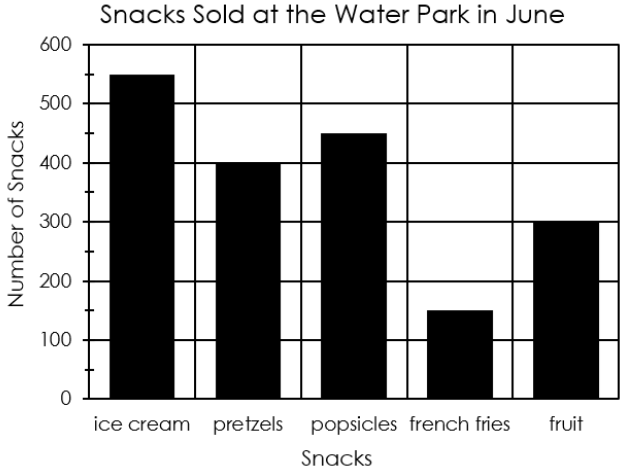
9) Graphing

Use the bar graph to answer the questions.

a) How many more pretzels were sold than french fries? _____

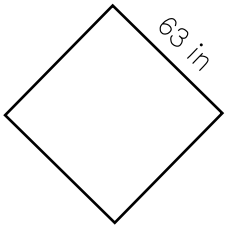
b) How much more fruit must be sold for it to be equal to ice cream?

_____




10) Area/Perimeter

What is the perimeter of the square?




_____

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 21

Write your answer in the space provided or draw a box around your final answer.

1) Computation

Multiply 154 by 7.

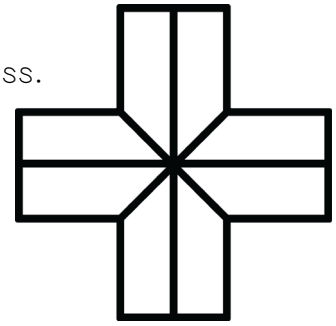
2) Computation

Divide.

$8 \overline{)\ 6\ \ 3\ \ 9}$

3) Fractions

Shade $\frac{3}{4}$ of the cross.



4) Measurement

Fill in the blanks.

a) _____ inches = 1 foot

_____ feet = 1 yard

_____ inches = 1 yard

b) 3 yards = _____ feet

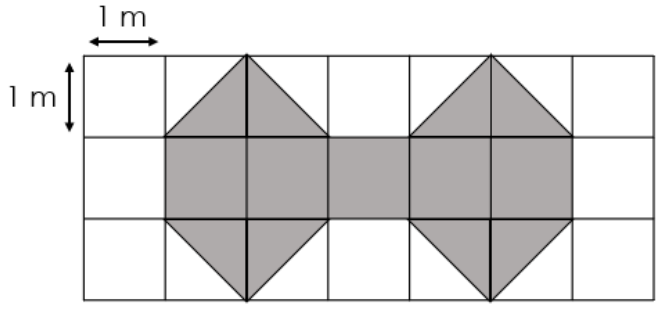
5 feet = _____ inches

3 yards = _____ inches

5) Area/Perimeter

What is the area of the figure?

_____



6) Word Problem (draw a bar model)
There are 3,455 red apples in the orchard. There are 825 fewer green apples than red apples. There are 269 more yellow apples than green apples. How many apples are in the orchard altogether?

_____

7) Rounding
Round 8,854 to the nearest

a) ten → _____

b) hundred → _____

c) thousand → _____

8) Balancing Equations
Fill in the blanks to make each side of the equation have the same value.

8,010 = _____ + 980

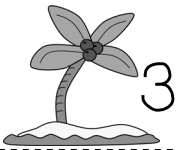
9) Fractions
Mrs. Hollis cut a cake into 12 pieces. Each of her 4 children ate 2 pieces.
What fraction of the cake did her children eat? Give your answer in simplest form.

_____

10) Money
Mrs. Garrett has $535. She gives $25 to each of her three grandchildren.
How much money does she have left?

_____

Name: _____ Date: _____



# 3rd Grade Summer Math – Day 22

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Subtract.

$$\begin{array}{r} 6,715 \\ -\ 5,909 \\ \hline \end{array}$$

2) Computation
Multiply.

$$\begin{array}{r} 684 \\ \times\quad 9 \\ \hline \end{array}$$

3) Word Problem (draw a bar model)
There are 1,360 candy bars and drinks for sale at the football game.
There are 4 times as many drinks as candy bars.
How many fewer candy bars are for sale?

_____

4) Fractions
Find the numerator needed to make the whole numbers below.

a) $\frac{\square}{8} = 4$

b) $\frac{\square}{3} = 7$

5) Place Value
Complete the pattern.

1,655 1,745 1,835 1,925 _____ _____

_____ _____ _____

What's the rule? _____

6) Fractions

Compare the fractions. Use > , < , or = .

a) $\frac{2}{3}$ ◯ $\frac{6}{9}$

b) $\frac{3}{8}$ ◯ $\frac{3}{9}$

7) Money

Abby raises $1587 to help hurricane victims. She gives $545 to Charity A, $490 to Charity B, and the rest to Charity C. How much money does she give to Charity C?

_____

8) Balancing Equations

Fill in the blanks to make each side of the equation have the same value.

6,520 + 2,200 = 9,990 - _____

9) Time

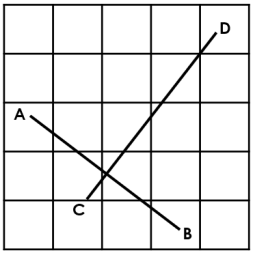
Add.

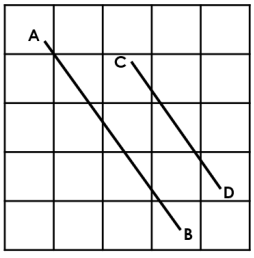
a) 3 hr 10 min + 5 hr 55 min = _____

b) 2 hr 35 min + 2 hr 35 min = _____

10) Geometry

Label each set of lines as parallel or perpendicular.




_____ _____

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 23

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the product of 8 and 589.

2) Computation
Divide.

$4 \overline{)\,7\;0\;2}$

3) Place Value
Make the least EVEN number using all of the digits below.

2, 0, 3, 9 → _____

4) Fractions
Put the fractions in order from *least* to *greatest*.

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{12}$ $\frac{4}{5}$ $\frac{4}{10}$

_____ , _____ , _____ , _____ , _____

5) Graphing
Use the data in the bar graph to answer the questions.

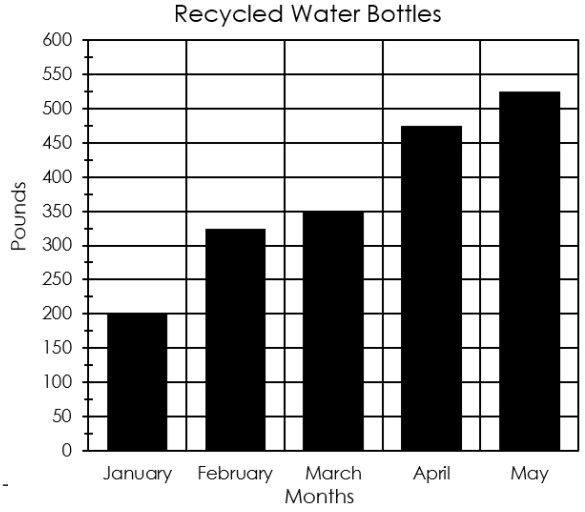
a) The scale shows skip counts of _____.
b) 150 more pounds of bottles were recycled in June than in May. How many pounds were recycled in June?

_____

c) Why do you think the pounds of bottles being recycled is increasing?

_____

_____



6) Word Problem (draw a bar model)
Mikey has $87. He wants to buy 8 cans of tennis balls.
If each can costs $8, how much money will he have left?

_____

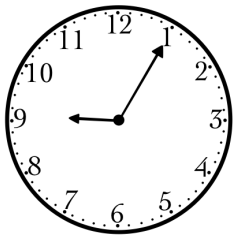
7) Fractions
Audrey has completed $\frac{4}{9}$ of the problems on her math test.
What fraction of the problems does she still have to complete?

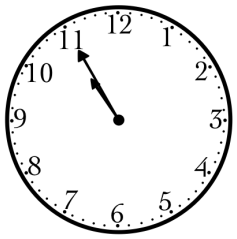
_____

8) Area/Perimeter
A garden has a total area of 28 square meters. The length of the garden is 4 meters.
What is the width?

_____

9) Time
Write the time shown on each clock below.




_____ _____

10) Place Value
Fill in the blanks.

| | 500 less | | 500 more |
|---|---|---|---|
| a) | _____ | 4,850 | _____ |
| b) | _____ | 8,175 | _____ |

Name: _____ Date: _____

# 3rd Grade Summer Math – Day 24

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Find the sum of 2,088 and 4,880.

2) Computation
Divide 999 by 7.

3) Rounding
Round each number to the nearest hundred.

a) 1,684 → _____

b) 7,912 → _____

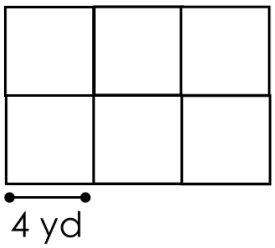
4) Fractions

A deck of playing cards contains 52 cards. $\frac{1}{4}$ of the cards are diamonds.
How many cards are not diamonds?

_____

5) Area/Perimeter
The rectangle is made up of 6 identical squares.
What is the area of the rectangle?

_____



6) Word Problem (draw a bar model)
There are 936 chocolate cupcakes for sale at the cupcake store. There are three times as many chocolate cupcakes as vanilla cupcakes. How many chocolate and vanilla cupcakes are for sale in all?

_____

7) Fractions
If George wants to read an entire book in 10 days,
what fraction of the book must he read each day?

_____

What fraction of the book will he have read by day 6?
Give your answer in simplest form.

_____

8) Place Value
Compare. Write *greater than*, *less than*, or *equal to*.

a) 54 tens is _____ 54.

b) 2,000 + 60 + 6 is _____ 2,606.

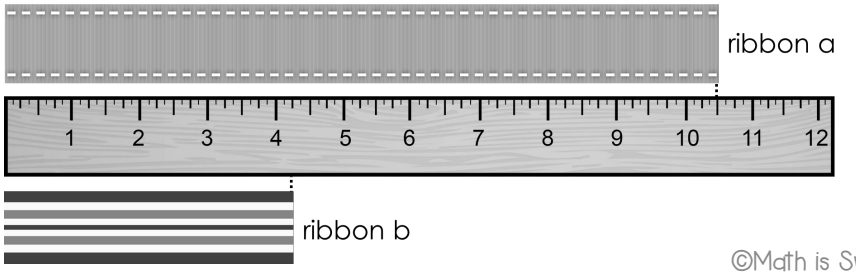
9) Money
Mrs. Huggins buys some lipstick for $22.50 and some nail polish for $11.80. She pays with 2 twenty dollar bills. How much change does she receive?

_____

10) Measurement
Measure each ribbon to the nearest quarter inch.

a) _____

b) _____



Name: _____ Date: _____

# 3rd Grade Summer Math – Day 25

Write your answer in the space provided or draw a box around your final answer.

1) Computation
Multiply 845 by 6.

2) Computation
Find the quotient when 677 is divided by 5.

3) Rounding
Round 2,929 to the nearest

a) ten → _____

b) hundred → _____

c) thousand → _____

4) Fractions
List three equivalent fractions for:

a) $\frac{4}{6}$ = _____; _____; _____

b) $\frac{2}{5}$ = _____; _____; _____

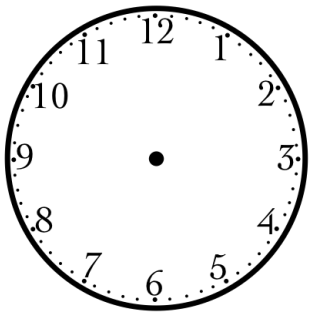
5) Money
What is the value of the money shown below?

_____

6) Word Problem (draw a bar model)
Dana has three times as many bracelets as Gigi. Gigi has 15 more bracelets than Molly. If Dana has 96 bracelets, how many does Molly have?

_____

7) Time
Draw hands on the clock to show 10 minutes to 6.
(Don't forget to place the hour hand in the correct position!)




What time is shown on the clock?

_____

8) Place Value
Make the greatest EVEN number using all of the digits below.

9, 4, 0, 7 → _____

9) Fractions
John needs to study for an hour for his test. He has already studied for $\frac{1}{4}$ of an hour. How many minutes has he spent studying so far?

_____

10) Geometry
Write the name of the shapes described below.

a) a quadrilateral with opposite sides parallel and no right angles →

_____

b) a quadrilateral with only one pair of parallel sides → _____

c) a six sided figure → _____

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 + 5 | 8 + 8 | 6 + 4 | 7 + 8 | 4 + 3 | 6 + 5 | 7 + 4 |
| 4 + 2 | 9 + 5 | 5 + 5 | 0 + 3 | 2 + 7 | 3 + 6 | 2 + 6 |
| 4 + 8 | 2 + 4 | 7 + 7 | 5 + 8 | 6 + 5 | 7 + 9 | 8 + 2 |
| 2 + 4 | 6 + 9 | 7 + 9 | 8 + 6 | 4 + 8 | 9 + 7 | 9 + 7 |
| 3 + 6 | 9 + 4 | 6 + 9 | 4 + 4 | 4 + 4 | 6 + 9 | 4 + 9 |
| 2 + 7 | 2 + 2 | 8 + 6 | 1 + 6 | 9 + 6 | 9 + 6 | 5 + 8 |
| 4 + 4 | 3 + 5 | 3 + 9 | 3 + 8 | 8 + 6 | 9 + 2 | 9 + 4 |
| 7 + 7 | 5 + 3 | 3 + 5 | 6 + 4 | 4 + 4 | 3 + 4 | 5 + 8 |
| 3 + 5 | 6 + 9 | 8 + 3 | 6 + 7 | 9 + 3 | 6 + 4 | 6 + 3 |

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 + 4 | 7 + 8 | 2 + 5 | 6 + 9 | 7 + 9 | 6 + 6 | 8 + 7 |
| 7 + 2 | 3 + 5 | 7 + 4 | 4 + 3 | 4 + 4 | 5 + 8 | 8 + 9 |
| 9 + 6 | 7 + 8 | 7 + 9 | 8 + 7 | 8 + 8 | 3 + 8 | 5 + 7 |
| 2 + 9 | 2 + 4 | 5 + 5 | 8 + 9 | 4 + 7 | 7 + 9 | 4 + 6 |
| 4 + 3 | 2 + 9 | 2 + 2 | 9 + 5 | 1 + 2 | 6 + 6 | 6 + 6 |
| 6 + 7 | 8 + 3 | 2 + 4 | 8 + 4 | 9 + 3 | 5 + 7 | 4 + 5 |
| 8 + 5 | 8 + 8 | 7 + 8 | 2 + 9 | 7 + 9 | 8 + 6 | 5 + 7 |
| 9 + 9 | 5 + 6 | 8 + 2 | 7 + 4 | 7 + 6 | 1 + 3 | 6 + 5 |
| 8 + 7 | 4 + 4 | 2 + 7 | 5 + 8 | 3 + 6 | 3 + 6 | 7 + 3 |

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 + 7 | 5 + 3 | 9 + 2 | 6 + 8 | 6 + 8 | 2 + 6 | 5 + 8 |
| 3 + 4 | 9 + 3 | 7 + 5 | 7 + 7 | 2 + 4 | 0 + 4 | 9 + 9 |
| 3 + 9 | 2 + 9 | 2 + 9 | 2 + 8 | 8 + 3 | 6 + 8 | 8 + 4 |
| 2 + 5 | 7 + 4 | 7 + 8 | 7 + 4 | 8 + 3 | 3 + 8 | 6 + 6 |
| 7 + 4 | 6 + 6 | 2 + 4 | 2 + 4 | 0 + 6 | 4 + 5 | 8 + 2 |
| 7 + 2 | 0 + 9 | 2 + 2 | 6 + 9 | 6 + 8 | 7 + 6 | 5 + 5 |
| 4 + 9 | 4 + 7 | 9 + 3 | 6 + 8 | 6 + 2 | 6 + 5 | 3 + 8 |
| 4 + 2 | 8 + 4 | 4 + 2 | 3 + 7 | 4 + 6 | 7 + 6 | 0 + 9 |
| 3 + 7 | 3 + 4 | 2 + 2 | 6 + 7 | 9 + 8 | 7 + 9 | 5 + 8 |

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 + 3 | 3 + 4 | 2 + 8 | 9 + 4 | 7 + 5 | 8 + 4 | 5 + 8 |
| 7 + 6 | 8 + 8 | 8 + 7 | 6 + 3 | 6 + 3 | 1 + 9 | 6 + 2 |
| 3 + 7 | 0 + 2 | 6 + 7 | 8 + 7 | 8 + 6 | 8 + 7 | 4 + 9 |
| 5 + 8 | 8 + 6 | 2 + 2 | 6 + 4 | 8 + 5 | 1 + 5 | 7 + 5 |
| 6 + 5 | 6 + 9 | 9 + 6 | 5 + 3 | 5 + 2 | 2 + 9 | 3 + 8 |
| 6 + 2 | 7 + 6 | 8 + 6 | 0 + 4 | 6 + 3 | 9 + 7 | 9 + 7 |
| 2 + 9 | 5 + 3 | 9 + 6 | 8 + 6 | 4 + 8 | 1 + 3 | 6 + 2 |
| 9 + 2 | 9 + 3 | 9 + 3 | 9 + 7 | 3 + 2 | 4 + 3 | 6 + 9 |
| 2 + 4 | 7 + 2 | 6 + 4 | 9 + 9 | 2 + 8 | 9 + 7 | 7 + 9 |

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 + 2 | 5 + 2 | 8 + 5 | 3 + 5 | 8 + 7 | 5 + 3 | 9 + 8 |
| 4 + 8 | 3 + 3 | 3 + 6 | 4 + 5 | 9 + 5 | 9 + 3 | 6 + 9 |
| 3 + 6 | 6 + 7 | 4 + 6 | 3 + 2 | 6 + 6 | 9 + 4 | 7 + 3 |
| 4 + 8 | 9 + 7 | 5 + 2 | 8 + 8 | 5 + 5 | 2 + 9 | 8 + 5 |
| 9 + 5 | 8 + 8 | 2 + 6 | 8 + 9 | 1 + 7 | 3 + 5 | 5 + 2 |
| 6 + 2 | 0 + 7 | 6 + 6 | 6 + 2 | 2 + 8 | 7 + 5 | 7 + 9 |
| 9 + 9 | 9 + 5 | 6 + 9 | 8 + 9 | 4 + 6 | 2 + 7 | 5 + 7 |
| 8 + 8 | 6 + 8 | 2 + 6 | 6 + 8 | 6 + 5 | 4 + 9 | 2 + 7 |
| 5 + 8 | 9 + 3 | 0 + 7 | 3 + 9 | 5 + 2 | 4 + 7 | 6 + 9 |

# Addition Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 + 5 | 3 + 9 | 2 + 2 | 7 + 5 | 3 + 5 | 7 + 7 | 9 + 3 |
| 9 + 7 | 7 + 6 | 5 + 7 | 5 + 9 | 7 + 9 | 2 + 4 | 8 + 2 |
| 2 + 8 | 1 + 6 | 7 + 2 | 7 + 5 | 2 + 7 | 7 + 8 | 9 + 2 |
| 4 + 8 | 7 + 8 | 5 + 4 | 6 + 3 | 5 + 5 | 8 + 4 | 0 + 2 |
| 9 + 9 | 6 + 3 | 6 + 4 | 8 + 2 | 4 + 7 | 5 + 2 | 5 + 8 |
| 7 + 3 | 8 + 9 | 8 + 2 | 7 + 3 | 8 + 9 | 4 + 7 | 5 + 5 |
| 1 + 9 | 6 + 2 | 7 + 4 | 6 + 6 | 2 + 4 | 5 + 6 | 4 + 8 |
| 9 + 8 | 9 + 8 | 8 + 6 | 7 + 8 | 2 + 5 | 1 + 4 | 1 + 7 |
| 4 + 9 | 8 + 3 | 3 + 6 | 4 + 2 | 8 + 7 | 1 + 4 | 2 + 5 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 - 9 | 14 - 7 | 16 - 7 | 8 - 4 | 15 - 8 | 9 - 5 | 13 - 7 |
| 17 - 8 | 12 - 4 | 11 - 8 | 10 - 5 | 7 - 1 | 11 - 2 | 16 - 8 |
| 8 - 8 | 13 - 5 | 10 - 8 | 11 - 7 | 12 - 6 | 9 - 6 | 14 - 5 |
| 15 - 9 | 6 - 0 | 8 - 5 | 18 - 9 | 13 - 6 | 12 - 8 | 13 - 7 |
| 9 - 3 | 14 - 9 | 12 - 3 | 10 - 7 | 7 - 2 | 15 - 7 | 11 - 3 |
| 9 - 5 | 11 - 9 | 6 - 3 | 9 - 9 | 13 - 8 | 17 - 8 | 8 - 6 |
| 5 - 2 | 12 - 6 | 15 - 6 | 16 - 9 | 10 - 3 | 14 - 8 | 12 - 7 |
| 14 - 6 | 18 - 9 | 10 - 6 | 13 - 6 | 9 - 7 | 7 - 4 | 12 - 9 |
| 12 - 5 | 10 - 4 | 15 - 9 | 11 - 6 | 14 - 7 | 16 - 8 | 9 - 8 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 - 9 | 16 - 0 | 9 - 5 | 12 - 9 | 3 - 6 | 11 - 8 | 15 - 7 |
| 11 - 2 | 5 - 6 | 17 - 6 | 14 - 9 | 12 - 3 | 9 - 8 | 13 - 7 |
| 10 - 3 | 11 - 9 | 8 - 3 | 12 - 7 | 10 - 2 | 15 - 7 | 10 - 3 |
| 15 - 6 | 14 - 6 | 5 - 5 | 16 - 8 | 6 - 4 | 9 - 8 | 18 - 9 |
| 13 - 9 | 11 - 7 | 8 - 7 | 10 - 4 | 11 - 8 | 13 - 5 | 12 - 7 |
| 9 - 5 | 15 - 9 | 12 - 3 | 16 - 9 | 8 - 8 | 14 - 8 | 10 - 6 |
| 13 - 8 | 12 - 4 | 13 - 8 | 11 - 5 | 4 - 1 | 17 - 8 | 11 - 8 |
| 15 - 6 | 10 - 9 | 17 - 9 | 11 - 6 | 13 - 7 | 12 - 4 | 14 - 9 |
| 18 - 9 | 8 - 5 | 14 - 8 | 12 - 7 | 11 - 6 | 16 - 7 | 13 - 5 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 16 - 7 | 14 - 6 | 12 - 5 | 4 - 3 | 9 - 4 | 13 - 8 | 16 - 9 |
| 5 - 3 | 15 - 9 | 7 - 3 | 10 - 7 | 11 - 2 | 10 - 7 | 17 - 8 |
| 14 - 9 | 15 - 7 | 11 - 7 | 13 - 4 | 9 - 8 | 8 - 5 | 13 - 7 |
| 5 - 2 | 12 - 6 | 10 - 6 | 2 - 2 | 5 - 3 | 11 - 8 | 17 - 9 |
| 8 - 8 | 12 - 4 | 4 - 2 | 13 - 5 | 13 - 6 | 3 - 1 | 15 - 8 |
| 18 - 9 | 12 - 9 | 15 - 6 | 8 - 4 | 11 - 8 | 11 - 4 | 7 - 6 |
| 17 - 9 | 10 - 5 | 14 - 8 | 16 - 7 | 8 - 6 | 11 - 7 | 13 - 5 |
| 10 - 6 | 7 - 4 | 9 - 9 | 10 - 6 | 12 - 7 | 15 - 6 | 14 - 9 |
| 12 - 6 | 16 - 8 | 14 - 5 | 9 - 9 | 1 - 0 | 12 - 8 | 18 - 9 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 - 5 | 11 - 8 | 15 - 8 | 8 - 4 | 10 - 5 | 16 - 8 | 12 - 5 |
| 12 - 4 | 14 - 7 | 16 - 9 | 1 - 0 | 13 - 6 | 17 - 9 | 15 - 9 |
| 7 - 3 | 6 - 2 | 14 - 8 | 11 - 9 | 12 - 6 | 10 - 8 | 15 - 7 |
| 11 - 7 | 10 - 1 | 18 - 9 | 13 - 4 | 9 - 8 | 16 - 7 | 11 - 2 |
| 13 - 7 | 12 - 4 | 18 - 9 | 6 - 4 | 17 - 9 | 9 - 6 | 16 - 9 |
| 5 - 5 | 15 - 8 | 7 - 5 | 14 - 8 | 14 - 6 | 15 - 9 | 13 - 3 |
| 12 - 6 | 12 - 3 | 16 - 8 | 13 - 8 | 6 - 3 | 13 - 4 | 11 - 5 |
| 14 - 7 | 10 - 2 | 9 - 3 | 9 - 7 | 18 - 9 | 15 - 7 | 10 - 4 |
| 17 - 8 | 11 - 6 | 16 - 8 | 12 - 5 | 15 - 6 | 13 - 9 | 17 - 9 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 - 7 | 11 - 5 | 12 - 8 | 17 - 9 | 14 - 7 | 16 - 7 | 9 - 5 |
| 0 - 0 | 11 - 3 | 13 - 7 | 4 - 2 | 13 - 6 | 10 - 6 | 12 - 9 |
| 15 - 8 | 15 - 6 | 14 - 5 | 3 - 2 | 13 - 6 | 17 - 9 | 12 - 6 |
| 13 - 8 | 12 - 3 | 7 - 3 | 14 - 7 | 11 - 6 | 10 - 9 | 16 - 9 |
| 10 - 5 | 11 - 9 | 18 - 9 | 13 - 8 | 2 - 0 | 15 - 9 | 11 - 2 |
| 17 - 8 | 14 - 6 | 14 - 8 | 12 - 4 | 8 - 6 | 15 - 6 | 12 - 7 |
| 17 - 8 | 6 - 3 | 15 - 8 | 16 - 8 | 16 - 7 | 11 - 4 | 11 - 8 |
| 5 - 5 | 13 - 9 | 12 - 8 | 10 - 4 | 13 - 4 | 18 - 9 | 14 - 9 |
| 12 - 5 | 1 - 0 | 13 - 5 | 16 - 8 | 15 - 9 | 11 - 7 | 14 - 5 |

# Subtraction Fact Practice

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 - 7 | 15 - 6 | 11 - 9 | 17 - 8 | 13 - 6 | 10 - 6 | 13 - 9 |
| 6 - 5 | 12 - 9 | 16 - 9 | 13 - 4 | 4 - 4 | 8 - 7 | 16 - 9 |
| 5 - 3 | 14 - 6 | 11 - 8 | 14 - 9 | 13 - 6 | 12 - 8 | 15 - 7 |
| 18 - 9 | 8 - 7 | 12 - 9 | 7 - 0 | 10 - 6 | 17 - 9 | 12 - 9 |
| 3 - 1 | 16 - 8 | 13 - 8 | 14 - 7 | 14 - 5 | 11 - 8 | 9 - 5 |
| 12 - 8 | 13 - 6 | 16 - 8 | 11 - 5 | 11 - 6 | 10 - 9 | 15 - 9 |
| 18 - 7 | 12 - 3 | 10 - 3 | 17 - 8 | 14 - 9 | 9 - 7 | 13 - 4 |
| 15 - 6 | 15 - 7 | 11 - 8 | 14 - 8 | 10 - 3 | 11 - 4 | 16 - 8 |
| 14 - 6 | 18 - 9 | 11 - 5 | 12 - 8 | 15 - 6 | 12 - 9 | 17 - 9 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 x 4 | 4 x 4 | 7 x 2 | 2 x 7 | 10 x 8 | 4 x 6 | 5 x 7 |
| 3 x 7 | 3 x 2 | 9 x 9 | 0 x 4 | 7 x 2 | 6 x 10 | 1 x 6 |
| 1 x 6 | 7 x 8 | 9 x 7 | 3 x 2 | 10 x 10 | 7 x 10 | 8 x 4 |
| 6 x 6 | 9 x 10 | 1 x 4 | 9 x 2 | 3 x 4 | 1 x 10 | 8 x 3 |
| 1 x 8 | 9 x 10 | 1 x 8 | 10 x 8 | 6 x 3 | 7 x 5 | 9 x 6 |
| 0 x 3 | 4 x 5 | 2 x 2 | 7 x 7 | 7 x 10 | 6 x 10 | 7 x 3 |
| 10 x 10 | 1 x 9 | 6 x 9 | 1 x 10 | 5 x 3 | 0 x 7 | 8 x 6 |
| 5 x 9 | 2 x 7 | 2 x 6 | 4 x 9 | 7 x 5 | 8 x 2 | 10 x 6 |
| 2 x 8 | 7 x 7 | 9 x 3 | 0 x 7 | 6 x 10 | 2 x 3 | 1 x 4 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 x 5 | 6 x 7 | 2 x 8 | 0 x 2 | 4 x 6 | 0 x 5 | 4 x 5 |
| 4 x 6 | 5 x 4 | 2 x 6 | 2 x 6 | 0 x 9 | 5 x 2 | 9 x 8 |
| 7 x 3 | 9 x 5 | 9 x 3 | 8 x 10 | 10 x 9 | 5 x 9 | 0 x 6 |
| 8 x 8 | 2 x 3 | 9 x 2 | 6 x 10 | 9 x 9 | 1 x 2 | 9 x 5 |
| 0 x 10 | 8 x 9 | 3 x 7 | 8 x 5 | 8 x 3 | 4 x 8 | 9 x 3 |
| 9 x 10 | 3 x 10 | 8 x 7 | 3 x 4 | 10 x 4 | 3 x 2 | 6 x 8 |
| 5 x 3 | 1 x 6 | 5 x 8 | 1 x 9 | 3 x 4 | 2 x 4 | 4 x 10 |
| 3 x 8 | 10 x 10 | 7 x 3 | 9 x 6 | 5 x 2 | 9 x 9 | 4 x 6 |
| 8 x 3 | 1 x 7 | 8 x 10 | 1 x 7 | 1 x 6 | 5 x 7 | 8 x 10 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 x 2 | 1 x 6 | 8 x 10 | 5 x 10 | 8 x 8 | 8 x 8 | 5 x 5 |
| 3 x 10 | 10 x 3 | 10 x 6 | 9 x 5 | 2 x 9 | 9 x 10 | 3 x 2 |
| 0 x 4 | 6 x 3 | 6 x 6 | 6 x 10 | 0 x 4 | 3 x 9 | 3 x 6 |
| 7 x 6 | 4 x 4 | 1 x 8 | 1 x 5 | 8 x 4 | 8 x 6 | 9 x 3 |
| 0 x 9 | 6 x 4 | 6 x 5 | 0 x 5 | 7 x 2 | 4 x 5 | 5 x 6 |
| 8 x 8 | 9 x 6 | 8 x 5 | 6 x 8 | 5 x 8 | 5 x 5 | 7 x 4 |
| 2 x 4 | 3 x 3 | 4 x 5 | 10 x 8 | 0 x 6 | 10 x 4 | 5 x 6 |
| 10 x 4 | 3 x 10 | 9 x 8 | 10 x 5 | 9 x 8 | 7 x 6 | 7 x 5 |
| 1 x 6 | 9 x 9 | 7 x 6 | 9 x 6 | 7 x 4 | 8 x 9 | 3 x 6 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 x 2 | 10 x 8 | 6 x 10 | 2 x 10 | 6 x 10 | 10 x 8 | 5 x 6 |
| 5 x 8 | 1 x 2 | 9 x 10 | 5 x 2 | 7 x 10 | 8 x 9 | 1 x 5 |
| 7 x 8 | 2 x 8 | 8 x 4 | 0 x 3 | 9 x 4 | 4 x 3 | 10 x 3 |
| 3 x 7 | 1 x 10 | 9 x 4 | 0 x 9 | 3 x 3 | 5 x 8 | 0 x 7 |
| 7 x 5 | 8 x 7 | 10 x 7 | 0 x 4 | 3 x 7 | 6 x 10 | 8 x 10 |
| 8 x 10 | 5 x 9 | 8 x 7 | 7 x 5 | 3 x 6 | 0 x 8 | 9 x 4 |
| 3 x 8 | 8 x 2 | 4 x 10 | 2 x 8 | 2 x 5 | 3 x 3 | 1 x 2 |
| 7 x 4 | 6 x 6 | 2 x 10 | 1 x 8 | 3 x 7 | 2 x 8 | 5 x 3 |
| 10 x 3 | 3 x 9 | 2 x 2 | 6 x 2 | 2 x 9 | 10 x 6 | 10 x 6 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 x 7 | 1 x 8 | 7 x 5 | 2 x 5 | 1 x 6 | 5 x 6 | 6 x 5 |
| 3 x 5 | 7 x 8 | 0 x 9 | 7 x 8 | 10 x 8 | 0 x 3 | 1 x 3 |
| 1 x 5 | 5 x 8 | 7 x 10 | 10 x 10 | 6 x 5 | 5 x 7 | 9 x 10 |
| 4 x 6 | 0 x 8 | 5 x 2 | 6 x 3 | 9 x 6 | 9 x 4 | 2 x 5 |
| 9 x 8 | 7 x 3 | 2 x 10 | 8 x 4 | 0 x 5 | 9 x 3 | 5 x 8 |
| 2 x 10 | 0 x 2 | 9 x 3 | 5 x 8 | 4 x 2 | 6 x 6 | 8 x 10 |
| 9 x 10 | 1 x 3 | 10 x 7 | 2 x 10 | 10 x 4 | 3 x 5 | 0 x 5 |
| 10 x 2 | 10 x 4 | 3 x 7 | 3 x 10 | 1 x 10 | 10 x 2 | 2 x 4 |
| 5 x 3 | 0 x 4 | 2 x 5 | 5 x 3 | 8 x 8 | 7 x 10 | 10 x 4 |

# Multiplication Fact Practice

(multiply 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 x 10 | 10 x 10 | 5 x 4 | 5 x 4 | 3 x 3 | 5 x 8 | 0 x 2 |
| 10 x 8 | 5 x 2 | 10 x 5 | 4 x 7 | 9 x 3 | 1 x 7 | 7 x 4 |
| 0 x 4 | 2 x 6 | 8 x 3 | 6 x 10 | 1 x 6 | 3 x 6 | 1 x 7 |
| 4 x 6 | 3 x 8 | 2 x 9 | 10 x 10 | 9 x 7 | 9 x 5 | 0 x 3 |
| 3 x 10 | 7 x 5 | 10 x 6 | 2 x 9 | 3 x 7 | 9 x 6 | 4 x 3 |
| 2 x 7 | 0 x 3 | 2 x 3 | 2 x 6 | 9 x 8 | 3 x 5 | 10 x 3 |
| 10 x 8 | 8 x 10 | 4 x 5 | 2 x 3 | 9 x 6 | 1 x 3 | 7 x 8 |
| 3 x 8 | 8 x 5 | 7 x 7 | 9 x 8 | 6 x 9 | 10 x 10 | 0 x 5 |
| 6 x 2 | 3 x 9 | 10 x 6 | 9 x 6 | 5 x 7 | 3 x 10 | 7 x 3 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 ÷ 5 | 18 ÷ 3 | 3 ÷ 3 | 16 ÷ 2 | 50 ÷ 10 | 32 ÷ 8 | 28 ÷ 4 |
| 18 ÷ 6 | 56 ÷ 7 | 30 ÷ 5 | 80 ÷ 10 | 0 ÷ 0 | 9 ÷ 3 | 30 ÷ 10 |
| 15 ÷ 5 | 40 ÷ 8 | 0 ÷ 0 | 16 ÷ 4 | 21 ÷ 7 | 9 ÷ 3 | 6 ÷ 3 |
| 3 ÷ 1 | 20 ÷ 2 | 14 ÷ 2 | 56 ÷ 7 | 0 ÷ 9 | 35 ÷ 5 | 6 ÷ 2 |
| 6 ÷ 3 | 80 ÷ 10 | 45 ÷ 5 | 12 ÷ 3 | 20 ÷ 10 | 80 ÷ 10 | 12 ÷ 2 |
| 16 ÷ 4 | 4 ÷ 2 | 18 ÷ 6 | 6 ÷ 1 | 10 ÷ 5 | 6 ÷ 2 | 81 ÷ 9 |
| 10 ÷ 10 | 35 ÷ 5 | 70 ÷ 7 | 10 ÷ 1 | 15 ÷ 5 | 60 ÷ 10 | 56 ÷ 7 |
| 35 ÷ 7 | 27 ÷ 9 | 36 ÷ 6 | 20 ÷ 4 | 8 ÷ 2 | 15 ÷ 5 | 16 ÷ 4 |
| 45 ÷ 9 | 24 ÷ 3 | 15 ÷ 5 | 8 ÷ 4 | 0 ÷ 0 | 12 ÷ 4 | 18 ÷ 2 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 56 ÷ 7 | 18 ÷ 2 | 0 ÷ 3 | 30 ÷ 5 | 24 ÷ 8 | 49 ÷ 7 | 64 ÷ 8 |
| 24 ÷ 6 | 14 ÷ 7 | 30 ÷10 | 15 ÷ 3 | 36 ÷ 4 | 54 ÷ 9 | 0 ÷10 |
| 15 ÷ 3 | 18 ÷ 9 | 20 ÷ 2 | 54 ÷ 6 | 72 ÷ 9 | 20 ÷ 5 | 36 ÷ 9 |
| 8 ÷ 1 | 70 ÷ 7 | 6 ÷ 2 | 70 ÷10 | 0 ÷ 9 | 12 ÷ 4 | 24 ÷ 6 |
| 24 ÷ 8 | 21 ÷ 3 | 63 ÷ 7 | 70 ÷10 | 14 ÷ 7 | 15 ÷ 3 | 0 ÷ 0 |
| 16 ÷ 8 | 32 ÷ 4 | 24 ÷ 4 | 4 ÷ 1 | 49 ÷ 7 | 0 ÷10 | 8 ÷ 4 |
| 5 ÷ 5 | 12 ÷ 6 | 42 ÷ 6 | 0 ÷ 0 | 72 ÷ 9 | 49 ÷ 7 | 12 ÷ 2 |
| 80 ÷ 8 | 28 ÷ 4 | 12 ÷ 6 | 18 ÷ 2 | 3 ÷ 1 | 10 ÷ 2 | 12 ÷ 3 |
| 50 ÷10 | 40 ÷10 | 8 ÷ 4 | 32 ÷ 4 | 8 ÷ 2 | 63 ÷ 9 | 12 ÷ 2 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 56 ÷ 8 | 2 ÷ 1 | 20 ÷10 | 21 ÷ 7 | 16 ÷ 4 | 40 ÷ 4 | 20 ÷ 5 |
| 0 ÷ 5 | 48 ÷ 8 | 10 ÷ 5 | 12 ÷ 2 | 12 ÷ 3 | 21 ÷ 7 | 16 ÷ 8 |
| 18 ÷ 9 | 36 ÷ 4 | 2 ÷ 1 | 27 ÷ 9 | 40 ÷10 | 6 ÷ 2 | 24 ÷ 8 |
| 12 ÷ 2 | 54 ÷ 6 | 3 ÷ 1 | 21 ÷ 7 | 18 ÷ 6 | 30 ÷ 6 | 27 ÷ 3 |
| 10 ÷ 5 | 32 ÷ 8 | 72 ÷ 9 | 9 ÷ 3 | 30 ÷10 | 28 ÷ 4 | 28 ÷ 4 |
| 64 ÷ 8 | 0 ÷ 0 | 30 ÷ 3 | 20 ÷ 2 | 35 ÷ 5 | 0 ÷ 7 | 45 ÷ 5 |
| 10 ÷10 | 10 ÷ 5 | 48 ÷ 6 | 10 ÷ 2 | 72 ÷ 9 | 30 ÷ 6 | 35 ÷ 7 |
| 32 ÷ 8 | 20 ÷ 2 | 63 ÷ 7 | 18 ÷ 9 | 10 ÷ 1 | 36 ÷ 4 | 20 ÷ 5 |
| 6 ÷ 3 | 72 ÷ 8 | 8 ÷ 2 | 40 ÷ 8 | 10 ÷ 2 | 40 ÷ 8 | 24 ÷ 3 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 54 ÷ 9 | 40 ÷ 4 | 16 ÷ 4 | 24 ÷ 8 | 30 ÷ 10 | 60 ÷ 6 | 18 ÷ 2 |
| 32 ÷ 8 | 70 ÷ 7 | 12 ÷ 6 | 42 ÷ 6 | 18 ÷ 3 | 32 ÷ 8 | 12 ÷ 4 |
| 12 ÷ 4 | 28 ÷ 4 | 18 ÷ 2 | 30 ÷ 3 | 12 ÷ 6 | 4 ÷ 2 | 48 ÷ 8 |
| 14 ÷ 2 | 8 ÷ 4 | 4 ÷ 1 | 70 ÷ 10 | 0 ÷ 7 | 21 ÷ 7 | 28 ÷ 7 |
| 0 ÷ 2 | 12 ÷ 6 | 28 ÷ 4 | 24 ÷ 8 | 40 ÷ 8 | 54 ÷ 9 | 12 ÷ 4 |
| 81 ÷ 9 | 21 ÷ 3 | 27 ÷ 3 | 21 ÷ 3 | 60 ÷ 10 | 0 ÷ 9 | 56 ÷ 8 |
| 24 ÷ 6 | 10 ÷ 2 | 30 ÷ 5 | 16 ÷ 2 | 12 ÷ 3 | 25 ÷ 5 | 28 ÷ 7 |
| 40 ÷ 10 | 35 ÷ 7 | 8 ÷ 2 | 18 ÷ 3 | 2 ÷ 1 | 16 ÷ 4 | 24 ÷ 6 |
| 50 ÷ 10 | 70 ÷ 7 | 0 ÷ 9 | 12 ÷ 4 | 9 ÷ 3 | 24 ÷ 4 | 54 ÷ 9 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 27 ÷ 3 | 16 ÷ 4 | 12 ÷ 3 | 9 ÷ 3 | 40 ÷ 8 | 80 ÷10 | 12 ÷ 6 |
| 6 ÷ 2 | 24 ÷ 3 | 36 ÷ 9 | 80 ÷10 | 15 ÷ 3 | 27 ÷ 9 | 24 ÷ 8 |
| 20 ÷10 | 27 ÷ 3 | 20 ÷ 2 | 20 ÷ 2 | 15 ÷ 3 | 9 ÷ 3 | 48 ÷ 6 |
| 5 ÷ 1 | 24 ÷ 3 | 24 ÷ 3 | 81 ÷ 9 | 21 ÷ 7 | 54 ÷ 9 | 32 ÷ 8 |
| 0 ÷ 3 | 25 ÷ 5 | 80 ÷10 | 72 ÷ 8 | 45 ÷ 9 | 48 ÷ 6 | 14 ÷ 2 |
| 32 ÷ 4 | 0 ÷ 0 | 60 ÷10 | 27 ÷ 3 | 63 ÷ 7 | 0 ÷ 5 | 24 ÷ 4 |
| 18 ÷ 9 | 32 ÷ 4 | 18 ÷ 2 | 24 ÷ 4 | 12 ÷ 2 | 4 ÷ 2 | 20 ÷ 4 |
| 18 ÷ 9 | 80 ÷ 8 | 20 ÷10 | 35 ÷ 5 | 0 ÷ 0 | 70 ÷10 | 8 ÷ 4 |
| 90 ÷10 | 32 ÷ 8 | 15 ÷ 5 | 72 ÷ 9 | 0 ÷ 0 | 18 ÷ 3 | 42 ÷ 7 |

# Division Fact Practice

(divide 0 – 10)

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 ÷ 4 | 28 ÷ 4 | 8 ÷ 2 | 15 ÷ 5 | 12 ÷ 6 | 54 ÷ 6 | 30 ÷ 6 |
| 7 ÷ 7 | 45 ÷ 9 | 36 ÷ 4 | 28 ÷ 4 | 24 ÷ 3 | 10 ÷ 2 | 14 ÷ 7 |
| 18 ÷ 2 | 48 ÷ 6 | 24 ÷ 4 | 42 ÷ 7 | 50 ÷10 | 36 ÷ 9 | 54 ÷ 6 |
| 18 ÷ 2 | 6 ÷ 2 | 36 ÷ 4 | 25 ÷ 5 | 16 ÷ 4 | 70 ÷10 | 50 ÷ 5 |
| 24 ÷ 6 | 42 ÷ 6 | 63 ÷ 9 | 24 ÷ 8 | 45 ÷ 9 | 8 ÷ 4 | 12 ÷ 2 |
| 14 ÷ 7 | 27 ÷ 3 | 72 ÷ 9 | 9 ÷ 1 | 45 ÷ 5 | 9 ÷ 3 | 80 ÷ 8 |
| 6 ÷ 2 | 4 ÷ 2 | 40 ÷ 4 | 8 ÷ 4 | 16 ÷ 4 | 54 ÷ 6 | 63 ÷ 7 |
| 80 ÷10 | 18 ÷ 9 | 8 ÷ 4 | 90 ÷10 | 0 ÷ 0 | 70 ÷ 7 | 10 ÷10 |
| 48 ÷ 6 | 30 ÷ 3 | 30 ÷10 | 14 ÷ 7 | 0 ÷ 0 | 49 ÷ 7 | 35 ÷ 5 |

# A Guide to Bar Modeling

## Why modeling?

- Bar models (sometimes called tape diagrams) have been around for years. This type of approach to problem solving allows children to visualize and make sense of a problem before deciding how to tackle it mathematically by choosing the correct operations.

- Once students are able to visualize and reason using a model, they can apply it to almost all areas of mathematics.

- Using models helps students avoid the tricks of key words, having to learn songs or rhymes to remember how to solve a problem, and formula memorization, which is easily forgotten if not practiced regularly.

Visualizing and representing problems with bar models
encourages students to be
critical thinkers and problem solvers!

This guide has examples of the most common types of word problems seen throughout this past year. Some multi-step problems may need two separate models, while some may be solved with one. Understanding the difference between part-total and comparison models is key for addition/subtraction and multiplication/division word problems.
Your student may have a unique way to model a problem.
Encourage your student to find what works for them as long as the model makes sense and they can explain how they arrived at the solution.

## Steps for Modeling

1) Read the entire problem.
2) Rewrite the question as a statement.
   When a word problem has multiple steps, but only one question, this allows the student to check and see they solved for the correct question.
3) Draw your model/models and label all parts given in the problem.
   Place a question mark(s) where there is missing information.
   Your student may want to "decorate" the final question to make it stand out to ensure they work through the model until they can find the final answer.
4) Fill in the numbers given in the problem.
5) Solve your equation(s).
6) Check your answer.
   Follow the model and solve. Does the model make sense with the answer (ex. was a big number placed in a bar that was supposed to have less)?
7) Place your answer in your answer statement.

# Part-Total (addition/subtraction)

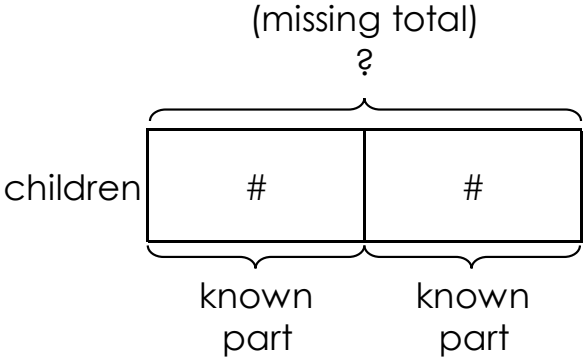
Will have two or more parts.
Add when the total is missing. Subtract when a part is missing.

The key to understanding part-total diagrams is knowing whether a part or a total is given. Ask your student, "Is this a part or the total? How do you know?" Your student should be able to look at the rest of the problem and determine the action (how the numbers are changing).

In addition models, two or more parts are being joined together and a total is missing.

Examples:

There are 38 boys on the playground.
There are 42 girls.
How many children are on the playground?



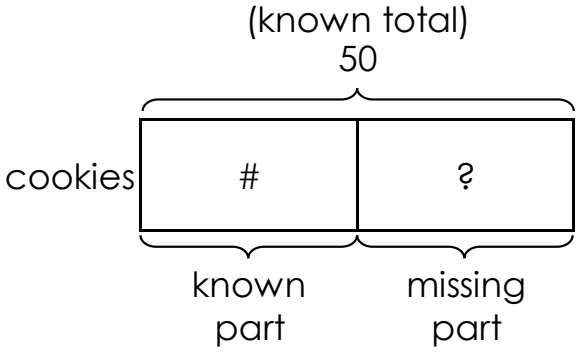

There are 38 children on the playground.
15 children join them.
How many children are on the playground now?

(*In this example, students often think 38 is the total because that is "all" of the children on the playground. The next sentence states more children are being added, making 38 only part of the children.)

In subtraction models, a total is being separated into two or more parts. Students might recognize something is leaving, going away, being spent, being eaten, etc.

Examples:

Alexa baked 50 cookies.
28 are chocolate chip and the rest are oatmeal.
How many cookies are oatmeal?




Alexa baked 50 cookies.
Her children ate some of them.
Now she has 32 cookies.
How many cookies did her children eat?

# Comparison (addition/subtraction)

One quantity will have more than/less than another.

The key to understanding comparison versus part-total word problems is recognizing that two or more people or items are being compared, and not joined or separated. Students should recognize one quantity is more/less, greater/fewer, longer/shorter than another. Often a problem will state "more than", but other problems might be worded as one quantity "is more", with the word "than" being implied. Being able to distinguish between "having more/less" (comparing), and "getting more/less" (part-total) is a very important part of understanding these types of word problems.

Comparison models will have a smaller part, a larger part, and a difference. This model can be used to answer many types of questions. Students should always read the problem and determine which quantity is smaller, which is larger, if the difference is given, and label all parts appropriately before entering numbers. This will help them avoid the "tricks" below.

Examples:

<u>Finding the difference:</u>

Betsy has 45 stickers.
Mary has 26 stickers.
*How many more stickers does Betsy have?
*How many fewer stickers does Mary have?


<u>Finding the larger quantity:</u>

Mary has 26 stickers.
Betsy has 19 more stickers than Mary.
How many stickers does Betsy have?

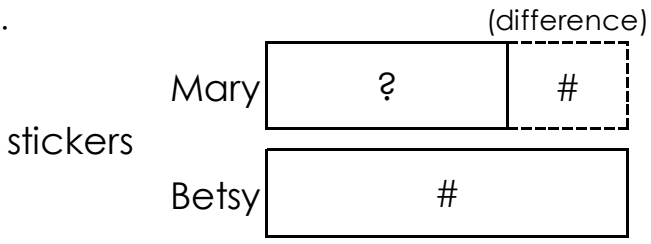

*Tricky*
Mary has 26 stickers.
She has 19 fewer stickers than Betsy.
How many stickers does Betsy have?

# Comparison (addition/subtraction)

One quantity will have more than/less than another.

## Finding the smaller quantity:

Betsy has 45 stickers.
Mary has 19 fewer stickers than Betsy.
How many stickers does Mary have?



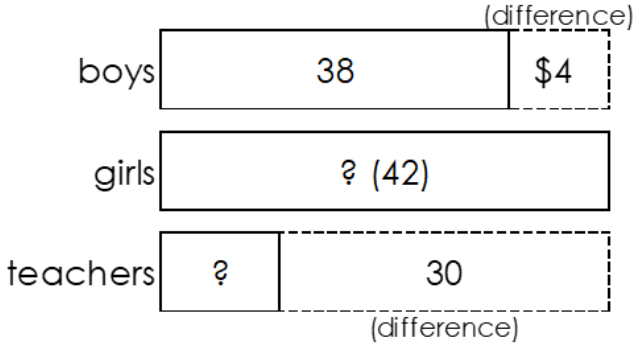

*Tricky*
Betsy has 45 stickers.
She has 19 more stickers than Mary.
How many stickers does Mary have?

## Comparing 3 quantities:

### Option 1:

There are 38 boys on the playground.
There are 4 more girls than boys.
There are 30 fewer teachers than girls.
How many teachers are on the playground?

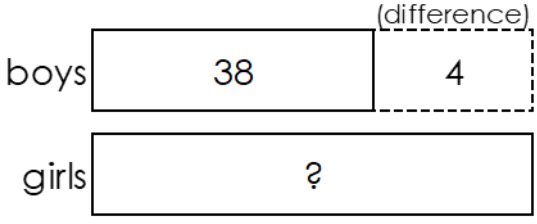
- Set up all three bars, being careful to label each bar correctly. Fill in all of the numbers and start with the first bar you can solve (girls). Use that answer to solve the next bar.

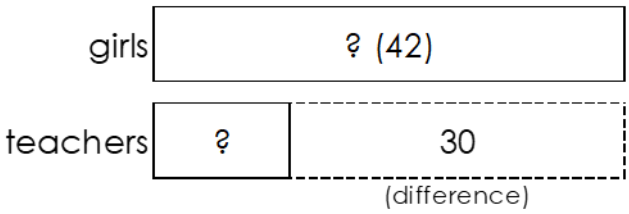



### Option 2:

There are 38 boys on the playground.
There are 4 more girls than boys.
There are 30 fewer teachers than girls.
How many teachers are on the playground?

- Some students find it easier to compare only two quantities at a time, especially when mixed operations are involved, so make two comparison models and work through them like a puzzle.



# Two-Step Comparison (addition/subtraction)

One quantity will have more than/less than another.
A total is given or requested.

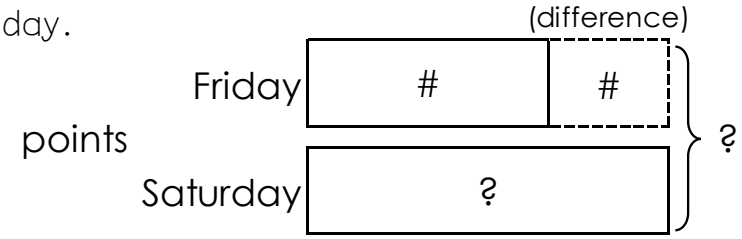
The only difference between this model and the basic comparison model is a total is added at the end. Students should be able to see that this added component makes the model like a part-total diagram. In this case, the two parts are the quantities, and the total is at the end. The same rules apply for this model as a part-total model. When a total is missing, add the quantities. When a quantity is missing, subtract from the total. Remember, the difference is not part of the quantities that make up the total.
After learning this model, some students prefer to use this diagram for both part-total and comparison models.

Examples:

<u>Finding the larger quantity, then the total:</u>

Jeff scored 54 points on Friday.
He scored 8 more points on Saturday.
How many points did he score
in the two days?

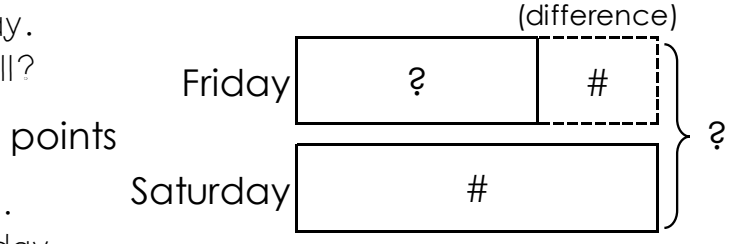
*Tricky*
Jeff scored 54 points on Friday.
He scored 8 fewer points on Friday
than on Saturday.
How many points did he score in all?




<u>Finding the smaller quantity, then the total:</u>

Jeff scored 62 points on Saturday.
He scored 8 fewer points on Friday.
How many points did he score in all?

*Tricky*
Jeff scored 62 points on Saturday.
He scored 8 more points on Saturday
than on Friday.
How many points did he score
in the two days?

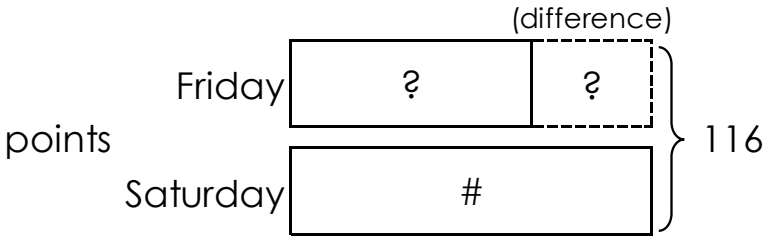


# Two-Step Comparison (addition/subtraction)

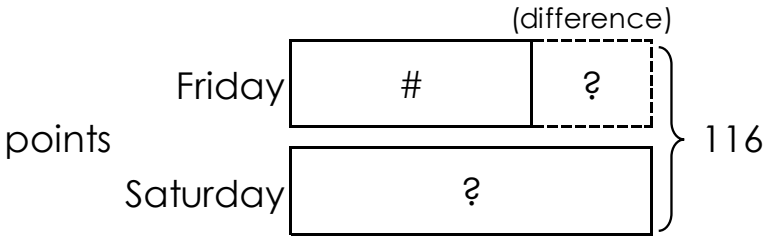
One quantity will have more than/less than another.
A total is given or requested.

<u>Finding the larger or smaller quantity, then the difference:</u>

Jeff scored 116 points on Friday and Saturday.
He scored 62 points on Saturday.
*How many fewer points did he score on Friday?
*How many more points did he score on Saturday?




Jeff scored 116 points on Friday and Saturday.
He scored 54 points on Friday.
*How many more points did he score on Saturday?
*How many fewer points did he score on Friday than on Saturday?



# Part-Total (multiplication/division)

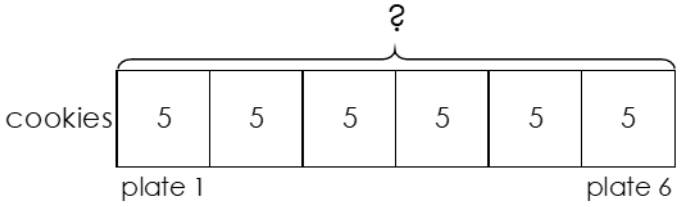
Will have two or more parts of equal value.

These models are similar to addition/subtraction part-total models. Instead of parts of any size, these models will have multiple parts of the same size. When the problem states the number of groups, and the number in each group, multiply to find the total. When the problem states the total and the number of groups, or number in each group is given, divide. The key to understanding these word problems lies in understanding what are the "groups" and what is in each group. For example, if the problem is about crayons in boxes, the boxes are the groups and the crayons are the number in each group. To help students visualize, discuss that crayons go IN boxes, boxes don't go IN crayons.

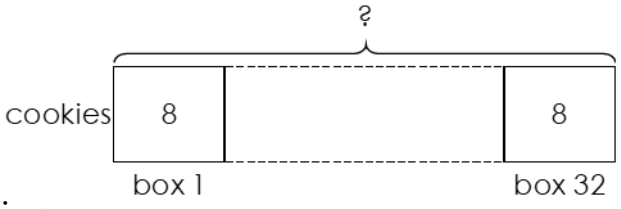
In multiplication models, there are two or more EQUAL groups being joined together and a total is missing. The groups and the number in each group are given.

Example:

Sally has 6 plates of cookies.
There are 5 cookies on each plate.
How many cookies does
Sally have in all?




<u>Larger numbers:</u>
Sally has 32 plates of cookies.
There are 8 cookies on each plate.
How many cookies does
Sally have in all?
*Because there are so many groups,
use dotted lines to represent a continuation
of groups and label the first and last group.



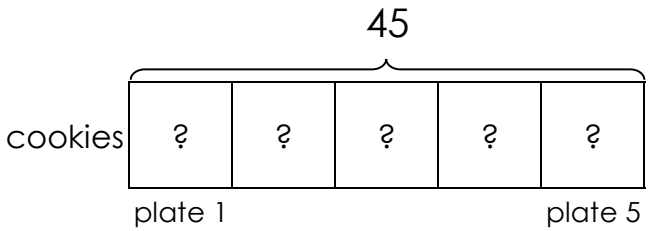
# Part-Total (multiplication/division)

Will have two or more parts of equal value.

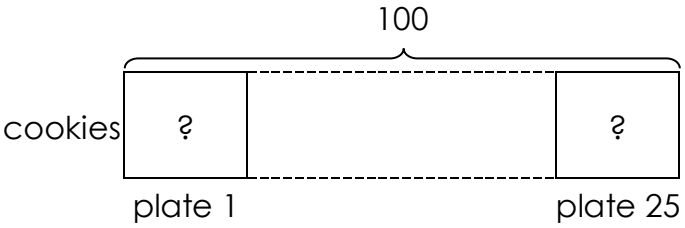
In division models, there is a total that is being separated into two or more equal groups, or a total being separated into groups of equal size. The total and number in each group, or the total and number of groups will be given.

Example:

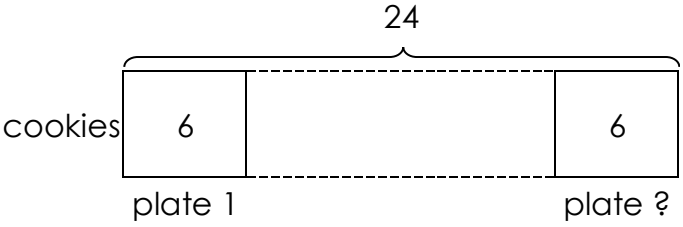
<u>Total and number of groups given:</u>
Sally has 45 cookies.
She puts the cookies equally onto 5 plates.
How many cookies does she put on each plate?




<u>Larger numbers:</u>
Sally has 100 cookies.
She puts the cookies equally onto 25 plates.
How many cookies does she put on each plate?
*Because there are so many groups, use dotted lines to represent a continuation of groups and label the first and last group.




<u>Total and number in each group given:</u>
Sally has 24 cookies.
She puts 6 cookies on each plate.
How many plates does she use?
*Because the number of groups is unknown, use the same method as larger numbers; use a dotted line to show a continuation of groups and label the last group with a question mark.




<u>Larger numbers:</u>
There is no difference when using larger numbers.
The number of groups is still unknown so use the method above.

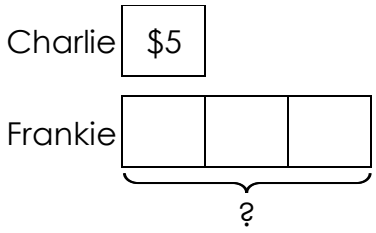
# Multiplicative Comparison

One part will be larger or smaller by a multiple of 2 or more.

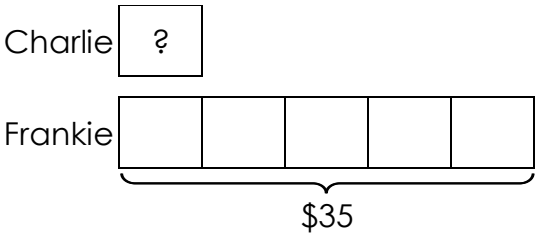
These problems are similar to addition/subtraction problems, but one quantity will be a multiple of the other. Students should determine who or what gets the smaller bar. The value of one bar will then be the value of each of the other bars in the model. The key is finding or knowing the value of a single bar.

Examples:

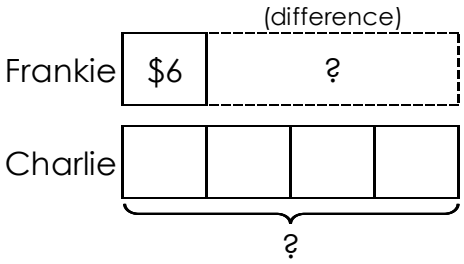
<u>Finding the larger quantity:</u>
Charlie has $5.
Frankie has three times as much as Charlie.
How much money does Frankie have?



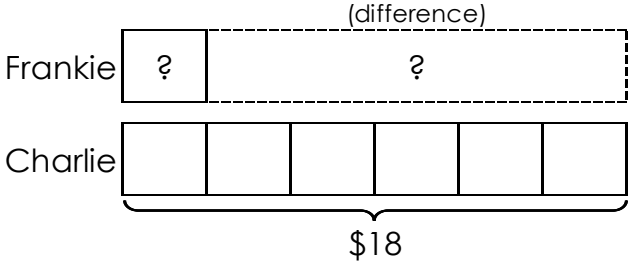

<u>Finding the smaller quantity:</u>
Frankie has $35.
He has 5 times as much as Charlie.
How much money does Charlie have?
*A common mistake students make is placing 35 in each of Frankie's boxes. Remember, $35 is ALL of Frankie's money, not part.




<u>Finding the larger quantity, then the difference:</u>
Frankie has $6.
Charlie has 4 times as much as Frankie.
*How much more money does Charlie have?
*How much less money does Frankie have?




<u>Finding the smaller quantity, then the difference:</u>
Charlie has $18.
He has 6 times as much as Frankie.
*How much more money does Charlie have?
*How much less money does Frankie have?




*Students may choose to find the difference by finding both bars and subtracting, or by multiplying the value of one bar by the total number of bars in the difference area.

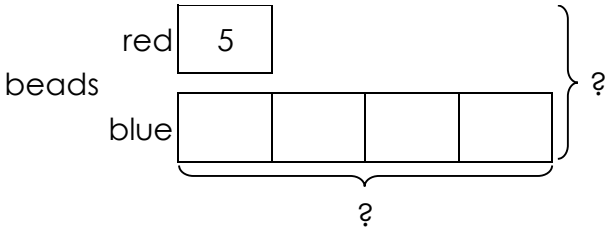
# 2-step Multiplicative Comparison

One part will be larger or smaller by a multiple of 2 or more.
A total will be given or requested.

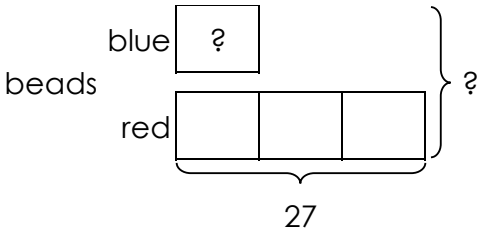
These problems are set up exactly like addition/subtraction comparison models. Pay attention to who or what has the bigger bar and which missing piece needs to be found before getting to the final answer. Students often make the mistake automatically multiplying by 4 when they see "4 times as many". This is not always the case. When finding the total of the two groups, the number may need to be multiplied or divided by 5, as shown in the examples below.

Examples:

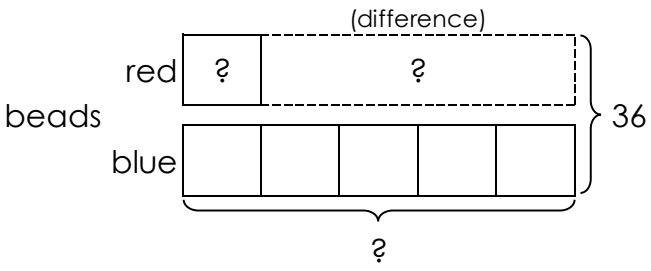
<u>Find the larger quantity, then the total:</u>
Emma has 5 red beads.
She has 4 times as many blue beads as red beads.
How many beads does she have in all?



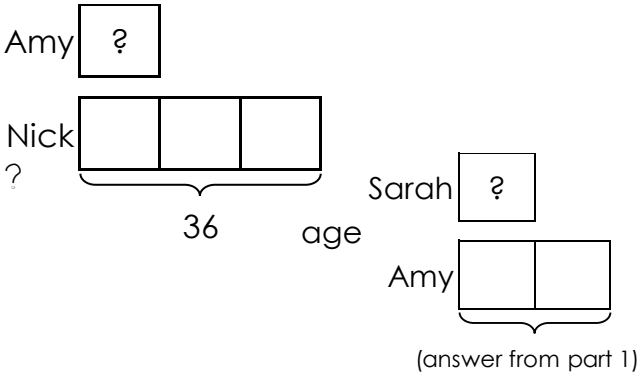

<u>Find the smaller quantity, then the total:</u>
Emma has 27 red beads.
She has 3 times as many red beads as blue beads.
How many beads does she have in all?




<u>Variations when a total is given:</u>
Emma has 36 beads.
She has 5 times as many blue beads as red beads.
*How many red/blue beads does she have?
*How many more blue/fewer red beads does she have?
*As mentioned above, to find the value of one box, divide 36 by 6 (the number of boxes that create the total).




3-Part Multiplicative Comparison
Nick is three times as old as Amy.
Amy is twice as old as Sarah.
If Nick is 36 years old, how old is Sarah?
*Again, some students find it easier to compare two quantities at a time and work through them like a puzzle. Here is an example.

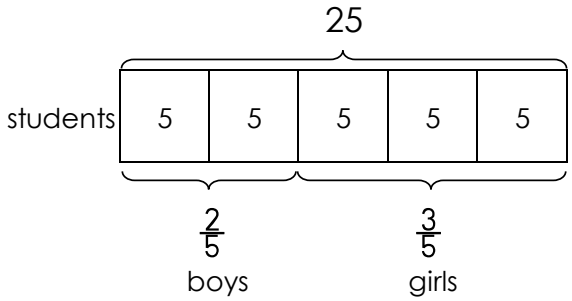


# Using Bar Models with Fractions

It makes perfect sense to use bar modeling with fractions because it's all about equal groups. If students can use reasoning to understand the total number of groups and the parts that are represented, they should be able to work their way through most problems. These are a few of the most common types.

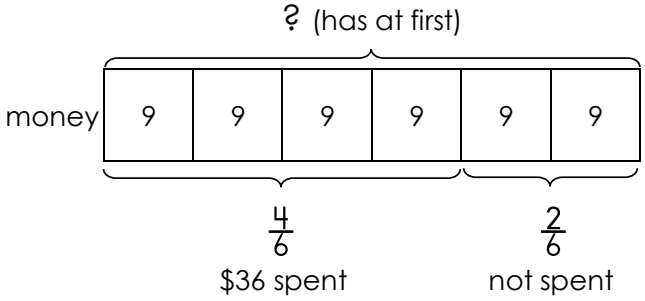
There are 25 students in Mrs. Huggins' class. $\frac{2}{5}$ of the students are boys and the rest are girls.
How many students are girls?

- This problem shows a total of 25 students being divided into 5 equal groups. 2 of the 5 groups are boys, so 3 of the 5 groups, 15 students, are girls.




Alice spent $\frac{4}{6}$ of her money on a new purse. The purse costs $36.
How much money does she have left?
How much money did she have at first?

- This problem shows that money has been divided into 6 groups. 4 of those groups represent money spent, $36. The other 2 groups represent money Alice has that wasn't spent. $36 is split equally among the 4 groups of money spent. The value of the remaining two groups can be determined based on the value of the 4 known groups ($18).



# Answer Keys

Day 1

1) 11,259

2) 2,455

3) 565 adults

4) a) Ex. 2/4, 3/6, 4/8
   b) Ex. 2/6, 3/9, 4/12

5) 8 slices

6) a) 4,590
   b) 4,600
   c) 5,000

7) a) 2:50
   b) 3:20

8) 2000 + 300 + 5

9) Student should draw lines that intersect at a right angle.

10) 4 yards

---

Day 2

1) 4,362

2) 216 r3

3) a) 4
   b) 2

4) 9 pieces

5) a) 3 and 4
   b) 275

6) $47.66

7) 2 hours 50 minutes

8) 5/8, 9/10, 5/5

9) 10 inches

10) 290 apples

---

Day 3

1) 3,654

2) 32 r1

3) a) 3,700
   b) 4,000

4) 5/6 cup

5) 3:10 pm

6) $954

7) $22.57

8) 4,615; 5,055; 5,165;
   Rule: +110

9) A, B, C, D, E

10) 32 cups

# Answer Keys

Day 4

1) 1,755

2) 4,856

3) 872 plates and bowls

4) a) 1
b) 3

5) John; eighths are smaller than fifths so David has two larger pieces and John has two smaller pieces.

6) a) 3,460
b) 2,810
c) 1,010

7) 4:00 pm

8) 8,725

9) $4.15

10) Shade square, parallelogram, and trapezoid

---

Day 5

1) 9,545

2) 90 r5

3) a) 3/4
b) 3/4

4) 14 square inches

5) Student will complete line plot.

6) 161 cm

7) a) 5/10 (1/2)
b) 2/8 (1/4)

8) a) 2,000
b) 4,000

9) 3,950

10) 60; 180; 5; 420, 4

---

Day 6

1) 2,155

2) 260

3) 180; 250; 960

4) a) 5
b) 15

5) 80 feet

6) $2284

7) a) >
b) >

8) a) greater than
b) less than

9) 8 3/4 inches

10) $30

# Answer Keys

Day 7

1) 1319

2) 100 r6

3) Student will mark top and bottom left corners and right point corner using right angle square symbol.

4) 4/5 of 10 = 8
Student will shade 8 parts.

5) $32.73

6) 1,485 more blue bags

7) a) 6,320
b) 6,300
c) 6,000

8) 5,490

9) a) 6 h 5 min
b) 3h 10 min

10) a) 2
b) 3
c) 4

---

Day 8

1) 9,092

2) 3,537

3) 836 more sweaters

4) 0/9; 1/9; 3/9; 5/9; 6/9

5) 32, 64, 128, 256; rule: x 2 or double

6) 96 cm

7) 2:10; 7:35

8) 2,081

9) 6/12 = 1/2

10) a) April
b) March
c) 620 books

---

Day 9

1) 2,439

2) 264

3) a) 1,470
b) 9,300

4) 20 sodas

5) 2; 1; 4; 4

6) 367 more boys

7) 9/12 = 3/4

8) $5.52

9) a) 5,602; 6,002
b) 8,950; 9,350

10) 162 square feet

# Answer Keys

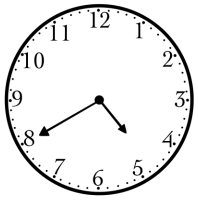
Day 10

1) 7,014

2) 72 r2

3) a) 3,070
   b) 3,100
   c) 3,000

4) a) ex. 8/10; 12/15; 16/20
   b) ex. 4/6; 6/9; 8/12

5)  ; 4:40

6) 383 flowers

7) $32.25

8) 1,500; 3,700; 8,000

9) 2/8 or 1/4

10) slide; turn; flip

---

Day 11

1) 5,880

2) 125 r4

3) a) 6,600
   b) 8,000

4) 2/3, 2/5, 2/6, 2/9, 2/10
(Because the numerators are the same, compare the denominators. The larger the denominator, the smaller the parts).

5) 2 hours 35 minutes

6) 355 grams

7) a) 14
   b) 50

8) a) less than
   b) greater than

9) a) 11 inches
   b) 84 inches

10) 1/5

---

Day 12

1) 4,801

2) 2,760

3) 7 tulips

4) a) 18
   b) 20

5) 1,900

6) 6/10 = 3/5

7) $67.24

8) 7,514

9) Answers include:
   9 x 4, 6 x 6, 12 x 3, 18 x 2, 36 x 1

10) gram; kilogram; kilogram

# Answer Keys

Day 13

1) 4,136

2) 28 r3

3) a) 1,700
b) 1,700
c) 2,000

4) 1/4 of 12 = 3
Student will shade 3 parts.

5) $10.92

6) Anna has 34 stuffed animals.

7) a) <
b) <

8) a) 48; 480; 4,800
b) 63; 630; 6,300

9)  ;  ; 

10) 60; 120; 6; 540; 10

---

Day 14

1) 7,608

2) 4,284

3) 126

4) a) 4/5
b) 5/6

5) a: 36; 360; 3,600
b) 56; 560; 5,600

6) 20 feet

7) a) 4 h 40 min
b) 1 h 35 min

8) a) equal to
b) less than

9) $20

10) Student will complete the bar graph;
Scale shows skip counts of 2.

---

Day 15

1) 2,749

2) 84 r5

3) a) 6,000
b) 9,000

4) 16 boys

5) $37.08

6) $210

7) 1/4

8) 6,475

9) 7 1/4 inches

10) 36 square inches

# Answer Keys

Day 16

1) 9,581

2) 153

3) 3,476

4) a) 9
   b) 2

5) 3:50; 8:25

6) $180

7) a) <
   b) >

8) 12; 45; 70

9) $4.70

10) pentagon;
    parallelogram/quadrilateral/quadrangle;
    trapezoid

---

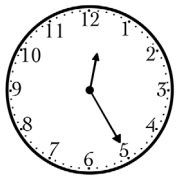
Day 17

1) 956

2) 155

3) a) 9,310
   b) 9,300
   c) 9,000

4) 1/10, 2/8, 3/6, 4/7, 8/9

5)  ; 12:25 pm

6) 420 points

7) 3/8 cup

8) 1,725

9) Student will complete the line plot.

10) 124 meters

---

Day 18

1) 5,899

2) 7,605

3) 16; 48; 96

4) a) ex. 1/2; 3/6; 4/8
   b) ex. 1/3; 6/18; 9/27

5) $32

6) 66 bags

7) 4/5

8) 7,700; 7,200; 6,950; rule = -250

9) 6 x 4, 12 x 2, or 1 x 24

10) a) 2,740; 2,880
    b) 7,707; 7,847

# Answer Keys

Day 19

1) 2,203

2) 189 r1

3) a) 3,300
b) 5,620
c) 1,110

4) a) 5
b) 8

5) 2 hours 30 minutes; 2:10 pm

6) 3,221

7) $100.72

8) 9,541

9) a) >
b) =

10) Student will mark two angles in each figure.

---

Day 20

1) 9,230

2) 1,620

3) $1,643

4) a) 1/3
b) 2/3

5) a) 30; 300; 3,000
b) 28; 280; 2,800

6) 10 buttons

7) 60; 540; 3; 240; 7

8) 3,450; 3,549

9) a) 250
b) 250

10) 252 inches

---

Day 21

1) 1,078

2) 79 r7

3) 3/4 of 8 = 6
Student will shade 6 parts.

4) a) 12; 3; 36
b) 9; 60; 108

5) 9 square meters

6) 8,984 apples

7) a) 8,850
b) 8,900
c) 9,000

8) 7,030

9) 8/12 = 2/3

10) $460

# Answer Keys

## Day 22

1) 806

2) 6,156

3) 816 candy bars

4) a) 32
b) 21

5) 2,015; 2,105; 2,195; 2,285; 2,375
Rule = +90

6) a) =
b) >

7) $552

8) 1,270

9) a) 9 h 5 min
b) 5 h 10 min

10) perpendicular; parallel

---

## Day 23

1) 4,712

2) 175 r2

3) 2,390

4) 4/12, 4/10, 4/8, 4/5, 4/4
(Because the numerators are the same, compare the denominators. The larger the denominator, the smaller the parts).

5) a) 50
b) 675
c) Answers vary. Ex: It's probably getting hotter outside and people need more water to stay hydrated.

6) $23

7) 5/9

8) 7 meters

9) 9:05; 10:55

10) a) 4,350; 5,350
b) 7,675; 8,675

---

## Day 24

1) 6,968

2) 142 r5

3) a) 1,700
b) 7,900

4) 39 cards

5) 96 square yards

6) 1,248 cupcakes

7) 1/10; 6/10 or 3/5

8) a) greater than
b) less than

9) $5.70

10) a) 10 1/2 inches
b) 4 1/4 inches

# Answer Keys

Day 25

1) 5,070

2) 135 r2

3) a) 2,930
   b) 2,900
   c) 3,000

4) a) ex. 2/3; 8/12; 12/18
   b) ex. 4/10; 6/15; 8/20

5) $80.55

6) 17 bracelets

7)  ; 5:50

8) 9,740

9) 15 minutes

10) a) parallelogram/rhombus
    b) trapezoid
    c) hexagon

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