Dear parents/guardians of a rising 4th grade student,

Please make sure your child completes this packet to the best of their ability over the course of the summer. If they show work or complete written responses on another sheet of paper, please attach to the back of the corresponding page. Likewise, please make sure they complete any extended or written responses in complete sentences using RACE (restating, answering, and citing evidence to support their answer). There are extra lines provided to your child in the packet if they need more room to answer the questions. They should also make and practice flashcards with the multiplication facts 0 times 0 through 12 times 12 and with the facts 144 divided by 12 through 0 divided by 0 using the chart provided in the summer packet. Likewise, they should make and practice reading sight word flash cards using the lists provided in the summer packet. They should return the completed packet on the first day of the 2023 - 2024 school year. Feel free to reach out with any questions. Have a wonderful summer!

- Mrs. Huster

Name:

- **Extra lines for RACE responses**

Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

SIGHTWORDS.com

All Dolch Sight Words in Alphabetical Order

a
about
after
again
all
always
am
an
and
any
apple
are
around
as
ask
at
ate
away
baby
back
ball
be
bear
because
bed
been
before
bell
best
better
big
bird
birthday
black
blue
boat
both
box
boy
bread
bring
brother
brown
but
buy
by
cake
call
came
can
car
carry
cat
chair
chicken
children
Christmas
clean
coat
cold
come
corn
could
cow
cut
day
did
do
does
dog
doll
done
don't
door
down
draw
drink
duck
eat
egg
eight
every
eye
fall
far
farm
farmer
fast
father
feet
find
fire
first
fish
five
floor
flower
fly
for
found
four
from
full
funny
game
garden
gave
get
girl
give
go
goes
going
good
goodbye
got
grass
green
ground
grow
had
hand
has
have
he
head
help
her
here
hill
him
his
hold
home
horse
hot
house
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
kitty
know
laugh
leg
let
letter
light
like
little
live
long
look
made
make
man
many
may
me
men
milk
money
morning
mother
much
must
my
myself
name
nest
never
new
night
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
paper
party
pick
picture
pig
play
please
pretty
pull
put
rabbit
rain

ran
read
red
ride
right
ring
robin
round
run
said
Santa Claus
saw
say
school
see
seed
seven
shall
she
sheep
shoe
show
sing
sister
sit
six
sleep
small
snow
so
some
song
soon
squirrel
start
stick
stop
street
sun
table
take
tell
ten
thank
that
the
their
them
then
there
these
they
thing
think
this
those
three
time
to
today
together
too
top
toy
tree
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
watch
water
way
we
well
went
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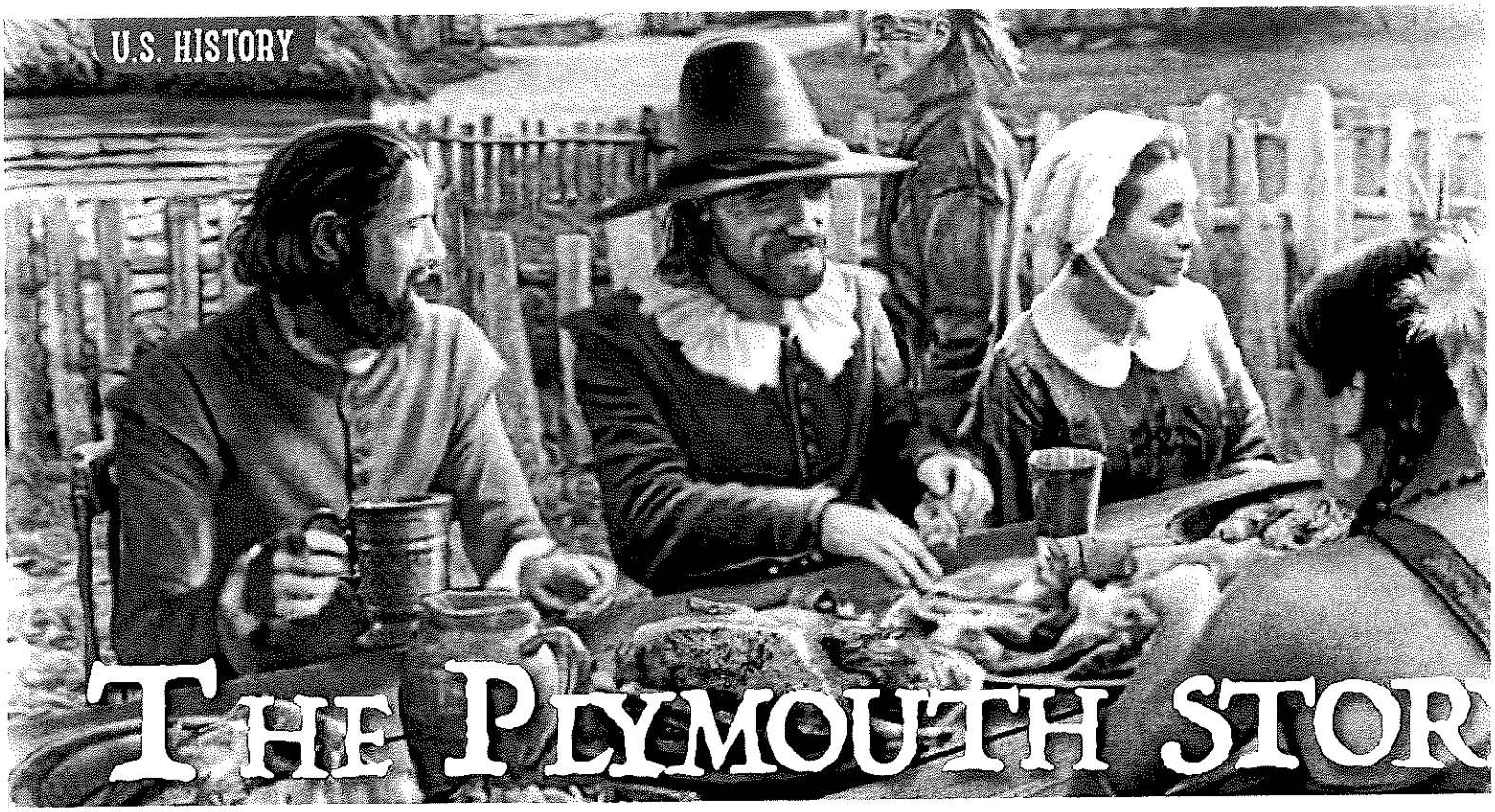


THE PLYMOUTH STOR

The Pilgrims are famous for building a settlement called Plymouth. But do you

AS YOU READ Underline a challenge the Pilgrims faced. Circle a challenge the Wampanoag faced.

Imagine this. It's the fall of 1620. Months ago, you left your home in England. You boarded a ship with your parents and other Pilgrims. Soon, you'll step ashore in a new land. You wonder: *What will it take to survive?*

Now picture the scene from a different point of view. You're a member of a Native American community called the Wampanoag. You're on a beach, scraping out a log to make a canoe. You see a ship sailing toward your shore. You wonder: *Who are these newcomers?*

Four hundred years ago, the Pilgrims arrived in what is now Massachusetts. They built a **settlement** called Plymouth. The tale of the Pilgrims, and the Native Americans they met, is a famous chapter in American history.

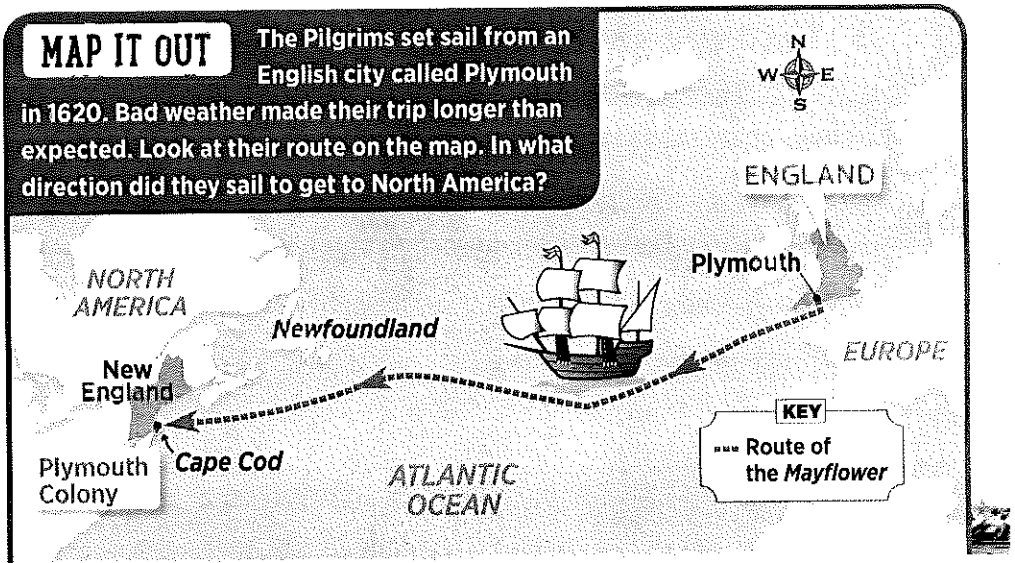
WORDS TO KNOW

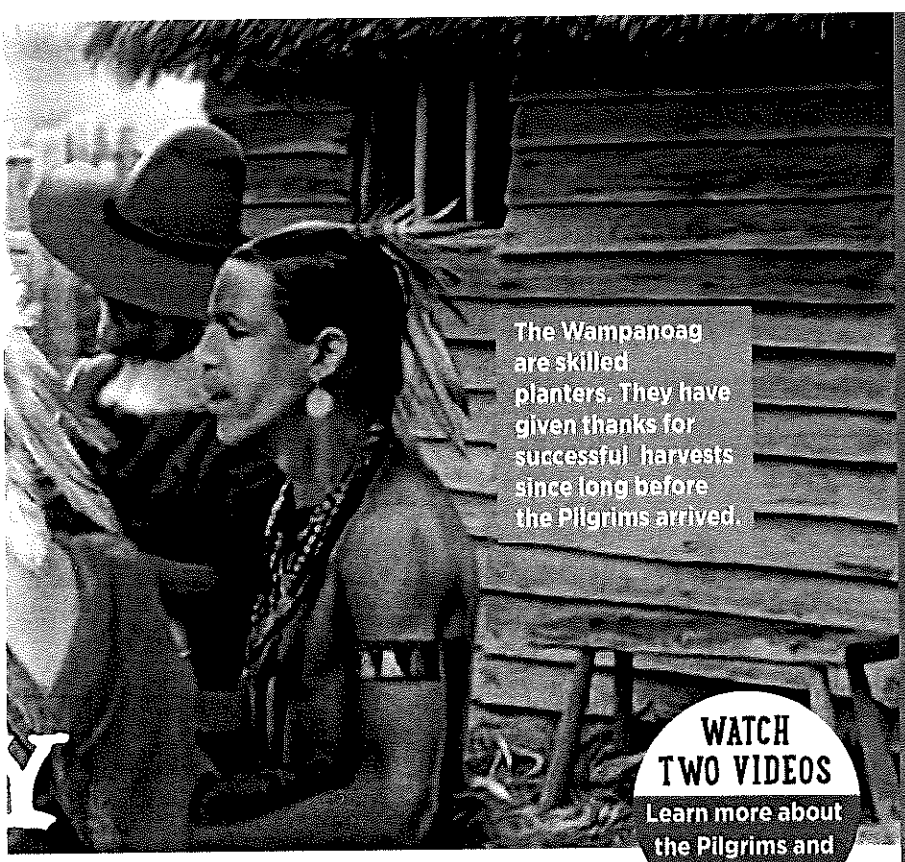
settlement: a small town
alliance: an agreement to work together

A Long Journey

The Pilgrims were 102 people who left England to find religious freedom. In September 1620, they set sail on the *Mayflower*. The trip

MAP IT OUT The Pilgrims set sail from an English city called Plymouth in 1620. Bad weather made their trip longer than expected. Look at their route on the map. In what direction did they sail to get to North America?





The Wampanoag are skilled planters. They have given thanks for successful harvests since long before the Pilgrims arrived.

WATCH TWO VIDEOS

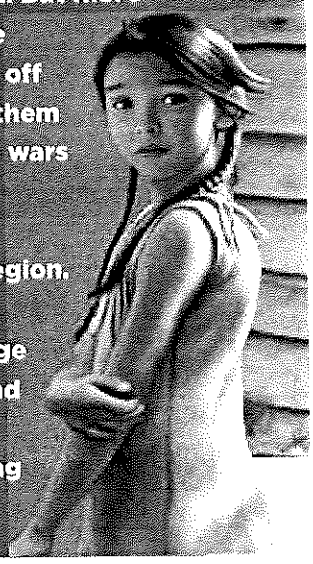
Learn more about the Pilgrims and Wampanoag.

MEET THE WAMPANOAG

The Wampanoag have lived in what is now Massachusetts and Rhode Island for more than 12,000 years.

When the Pilgrims first arrived, the Wampanoag helped them. But more settlers kept arriving. The Wampanoag were forced off their land. Thousands of them were killed or enslaved in wars with the settlers.

Today, about 10,000 Wampanoag live in the region. Many carry on traditions, like keeping their language alive. "We're still here, and we still have a thriving culture," says Wampanoag expert Darius Coombs.



know the whole story?

was hard. There were storms, and many passengers got seasick.

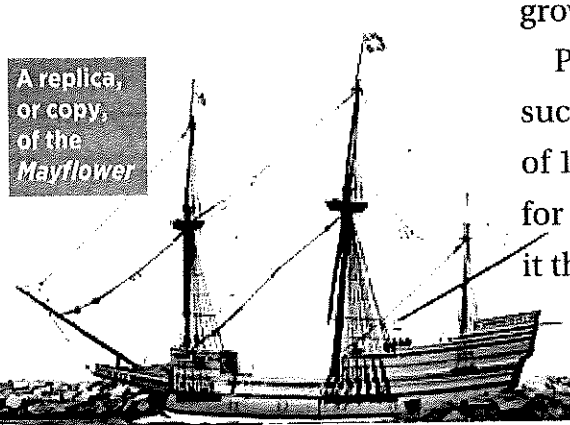
In November, the ship reached America. But big challenges were still ahead. Winter was on the way, and there was little time to build homes. The Pilgrims were also running out of food. It was too cold to plant crops.

Help Arrives

The Pilgrims' first winter was hard. "Half the people died," says history expert Nathaniel Philbrick.

But help would soon come from the Wampanoag. The Wampanoag weren't sure what to think about the Pilgrims. In the past, English explorers had forced some Wampanoag into slavery. Explorers had also spread deadly diseases.

But in March 1621, the Wampanoag formed an **alliance** with the Pilgrims. A Wampanoag man named Tisquantum helped the two groups communicate. Years earlier, Tisquantum had been kidnapped by explorers and enslaved in Europe. He had learned to speak English before returning to his homeland.



A replica, or copy, of the *Mayflower*

Reason to Celebrate

The two groups traded. And Tisquantum taught the Pilgrims to plant corn. He even shared a Wampanoag tip. It was putting dead fish in the soil to help the plants grow.

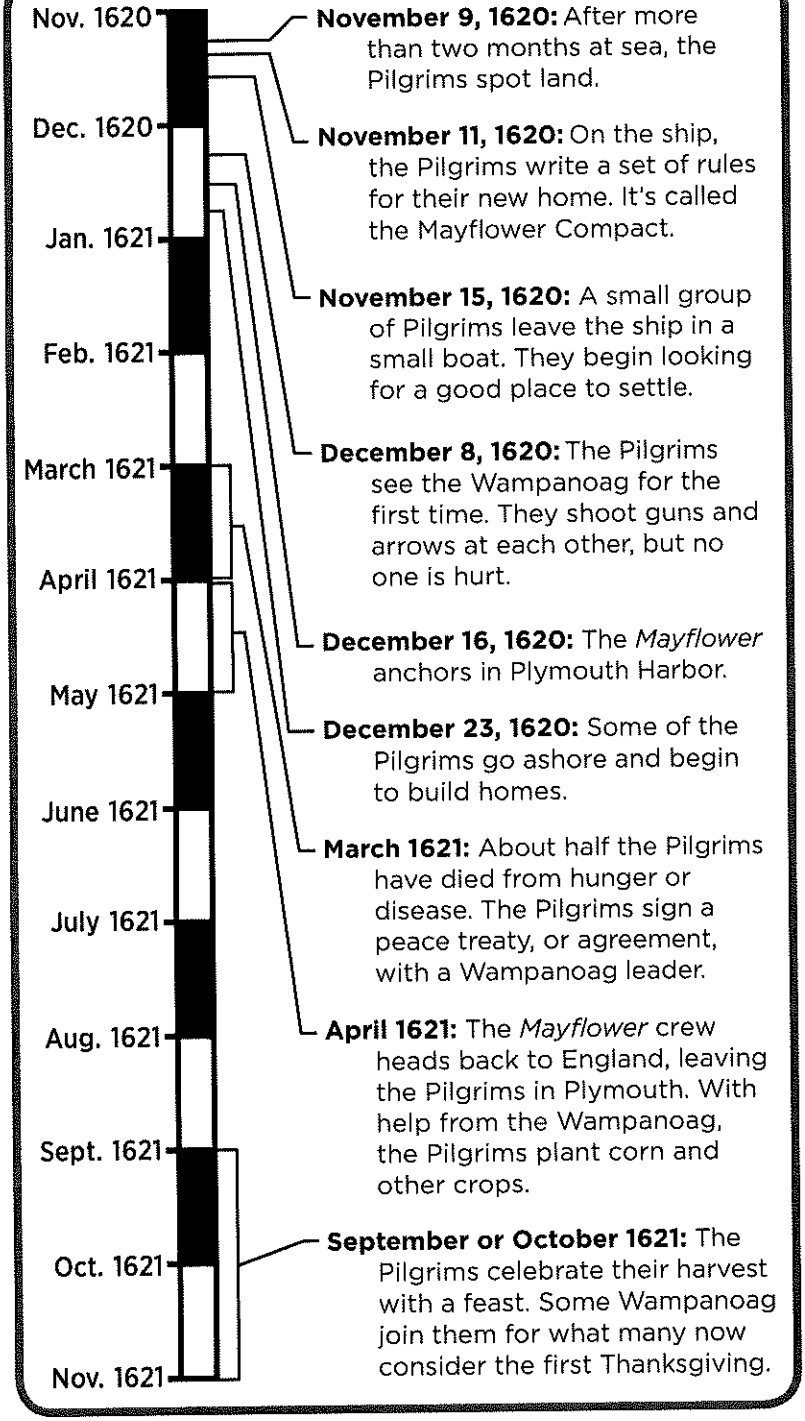
Plymouth soon had a successful harvest. In the fall of 1621, the two groups met for a feast. Many people call it the first Thanksgiving!

—by Karen Kellaher

Name: _____

Plymouth Timeline

After reading "The Plymouth Story," study this timeline to see what the first year was like for the Pilgrims. Then answer the questions.



1. **What was the Mayflower Compact?**

_____

_____

_____

2. **About how long after explorers began searching for a place to settle did Pilgrims begin to build?**

_____

3. **Why did many Pilgrims die between December 1620 and March 1621?**

_____

_____

4. **How did the relationship between the Pilgrims and the Wampanoag change from December 8, 1620, to April 1621?**

_____

_____

_____

_____

5. **Why did the Pilgrims have a feast in the fall of 1621?**

_____

Name: _____

Giving Thanks

Giving daily thanks has always been an important way of living for Native peoples. The six nations of the Haudenosaunee (hoe-dee-no-SHOW-nee), or Iroquois, who live in New York and parts of Canada, express their thanks in a daily speech known as "the Thanksgiving Address." Read part of the address below, and then answer the questions.

"With one mind, we turn to honor and thank all the Food Plants we harvest from the garden. Since the beginning of time, the grains, vegetables, beans, and berries have helped the people survive. Many other living things draw strength from them, too. We gather all the Plant Foods together as one and send them a greeting of thanks."

—Haudenosaunee Thanksgiving Address

Source: National Museum of the American Indian

1. What is the main purpose of the Thanksgiving Address? _____

_____

_____

2. Based on the text, what inferences can you make about how the Haudenosaunee feel about the environment? _____

_____

_____

3. Describe a time during the day when you think about what you are thankful for. _____

_____

_____

SCHOLASTIC News

Name: _____

Close-Reading Questions

Refer to "The Plymouth Story" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. **What is the purpose of the first two paragraphs?**

2. **Summarize the challenges the Pilgrims faced.**

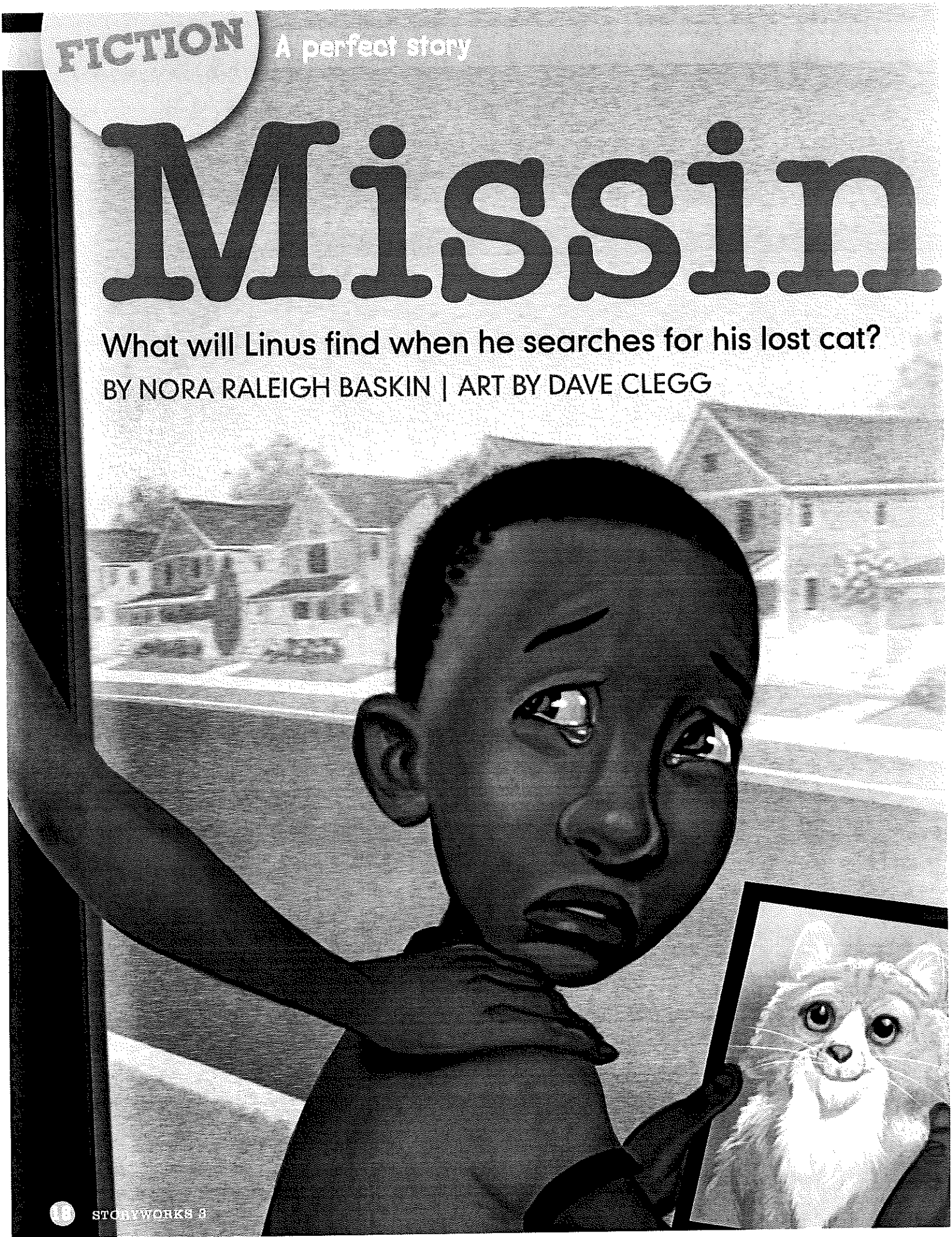
3. **Why were the Wampanoag unsure of the Pilgrims?**

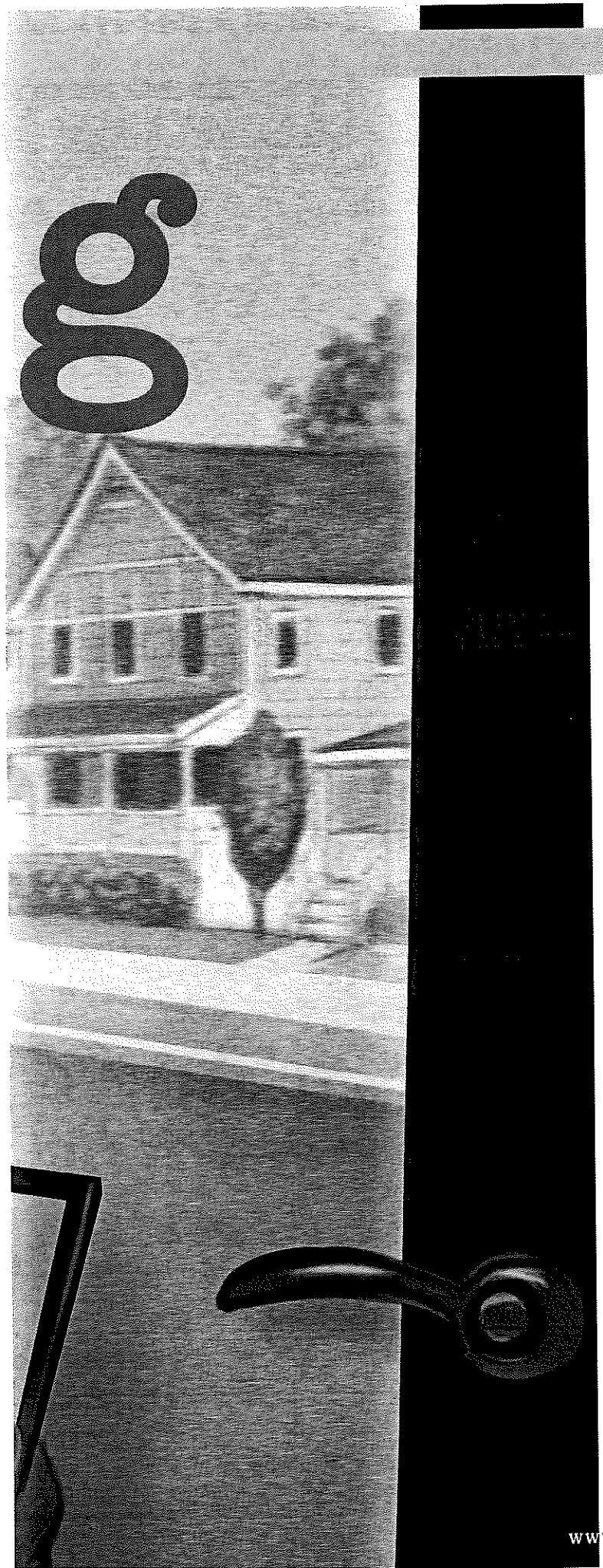
FICTION A perfect story

Missin

What will Linus find when he searches for his lost cat?

BY NORA RALEIGH BASKIN | ART BY DAVE CLEGG





THINK AND READ

Problem and Solution

As you read, think about the problems faced by Linus and Mr. Samson and how these problems are solved.

Linus stood at the front door of his house. The sun was going down. Somewhere out there, his cat Taxi was lost.

What if he was cold? Or hungry? Or scared? Taxi slept in bed with Linus every night, curled up by his feet or lying right on Linus's head. What would Taxi do now? He had never been outside before. Ever.

Somehow the latch on the front door had gotten loose. A spring breeze blew it wide open with a bang. Taxi got scared like he always did, but instead of **bolting** up the stairs and into Mom's closet, he ran outside.

"He's a cat," Dad said gently. "Cats are very smart. He'll be back."

Linus couldn't keep the tears from stinging his eyes. Mom pulled him in for a hug. "Taxi will find his way back home."

It was too dark to go out and look for

bolting: running away suddenly and quickly

him. And now, because of COVID-19, they couldn't even knock on doors and see if anyone had spotted Taxi.

It felt like everything Linus cared about had been taken away. School was closed. Baseball season had ended before it even began. He couldn't visit his best friend, Nick. No more Sunday morning breakfasts at Orem's Diner.

But losing Taxi was the worst, most horrible thing of all.

Mom came into his room that night and sat at the end of his bed. "Listen, we'll start tomorrow morning, early before anyone else is out," she said. "We can put on our masks and tape posters up all around the neighborhood."

Linus felt the tiniest bit of hope growing in his chest.

PAUSE AND THINK: Why is Linus upset?

A Loud Whining Sound

A few blocks away, Mr. Samson sat at his window. There wasn't much else for him to do. In fact, there wasn't anything else for him to do. He was supposed to be with his daughter and her husband by now, in California. They were about to have their first baby, a girl.

His daughter sent him a computer so they could "visit" online. He took it out of the box and plugged it in. He followed all his daughter's instructions, but he never could get the internet part to work. Finally, he just gave up.

"We still can talk on the phone, sweetie," he told his daughter.

But really, what did he have to talk about anyway? Because of COVID-19, every day seemed the same.

He hung up the phone, walked back to his chair by the window, and sat down. The grass was coming back to life. He lifted the window and let the warm breeze blow in. But what was that loud whining sound?

Mr. Samson pushed himself up from his chair, leaned out onto the ledge, and looked down. Sitting there, **gazing** up at him, was a little cat.

PAUSE AND THINK: What did Mr. Samson give up on?

Everything Seemed Strange

By 8 a.m., Linus and his mom had put up 25 posters all over the neighborhood. LOST CAT they said. They had the most recent picture of Taxi. You could see the little furry beard he had under his chin.

"Someone is sure to see Taxi," his

gazing: looking at someone or something

mother said. "Then they'll see this poster and call our number."

Linus was not so sure. Besides, *everything* seemed so strange. Normally the street would have been crowded with people.

Now, even the playground at the corner was empty. The swings rocked back and forth in the wind. The swings looked lonely too.

Later, his mom's phone rang twice while Linus was sitting in the dining room. That's where he did his schoolwork now. Each time, he **sprang** up to see who it was. Neither call was from someone who had found Taxi.

sprang: suddenly moved upward or forward

PAUSE AND THINK: Why does Linus think that his neighborhood seems strange?

Mr. Beard

The cat outside Mr. Samson's window was wearing a collar, but the tag was missing. He must be hungry, Mr. Samson thought. He found a can of tuna and forked some onto a saucer. He hoped the cat wouldn't be gone by the time he got outside. When he opened his door to the side alley, the cat was still there, as if he were waiting for him.

Mr. Samson walked slowly so he wouldn't scare the cat. The cat walked right over and rubbed against Mr.

Samson's leg.

"Here you go, little kitty," Mr. Samson said, laying the dish of food on the grass. The warm sun felt good on his face. Mr. Samson hadn't been outside for weeks. Not really. Just to step out and get the mail, maybe wave across the street to a neighbor or two. His groceries were being delivered. He didn't even go to Orem's Diner for Sunday breakfast anymore.

But now out here in the sun, with the birds singing, Mr. Samson's heart cracked wide open. He missed his daughter. He was going to miss seeing his granddaughter's face when she came into this beautiful world.

The cat had finished eating. When Mr. Samson reached down to pick up the plate, a little wet nose **nuzzled** against his face.

"I bet you miss your family, don't you?" Mr. Samson said. He stroked the bit of fur that grew under the cat's chin. "I think I'm going to call you Mr. Beard."

Mr. Samson couldn't help smiling when the cat suddenly flopped down and asked for a belly rub.

"I miss my family too," Mr. Samson said quietly.

Then someone down the street was **hollering** "Taxi! Hey, Taxi!," which made no sense. There weren't any taxis in this neighborhood. Mr. Samson stood up and looked around the corner. That's when he saw the poster taped to a telephone pole.

LOST CAT it said. The photo on it showed a cat that looked very familiar.

It was Mr. Beard.

PAUSE AND THINK: Who does Mr. Samson find?

One Very Special Cat

Two days later, Linus and his mom and dad were crowded together at the dining room table. The three of them were **peering** at the computer screen. Three blocks away, Mr. Samson's computer was up and running. And 3,000 miles away, Mr. Samson's daughter was holding her new baby up to her computer. And they were there all together. At the very same time.

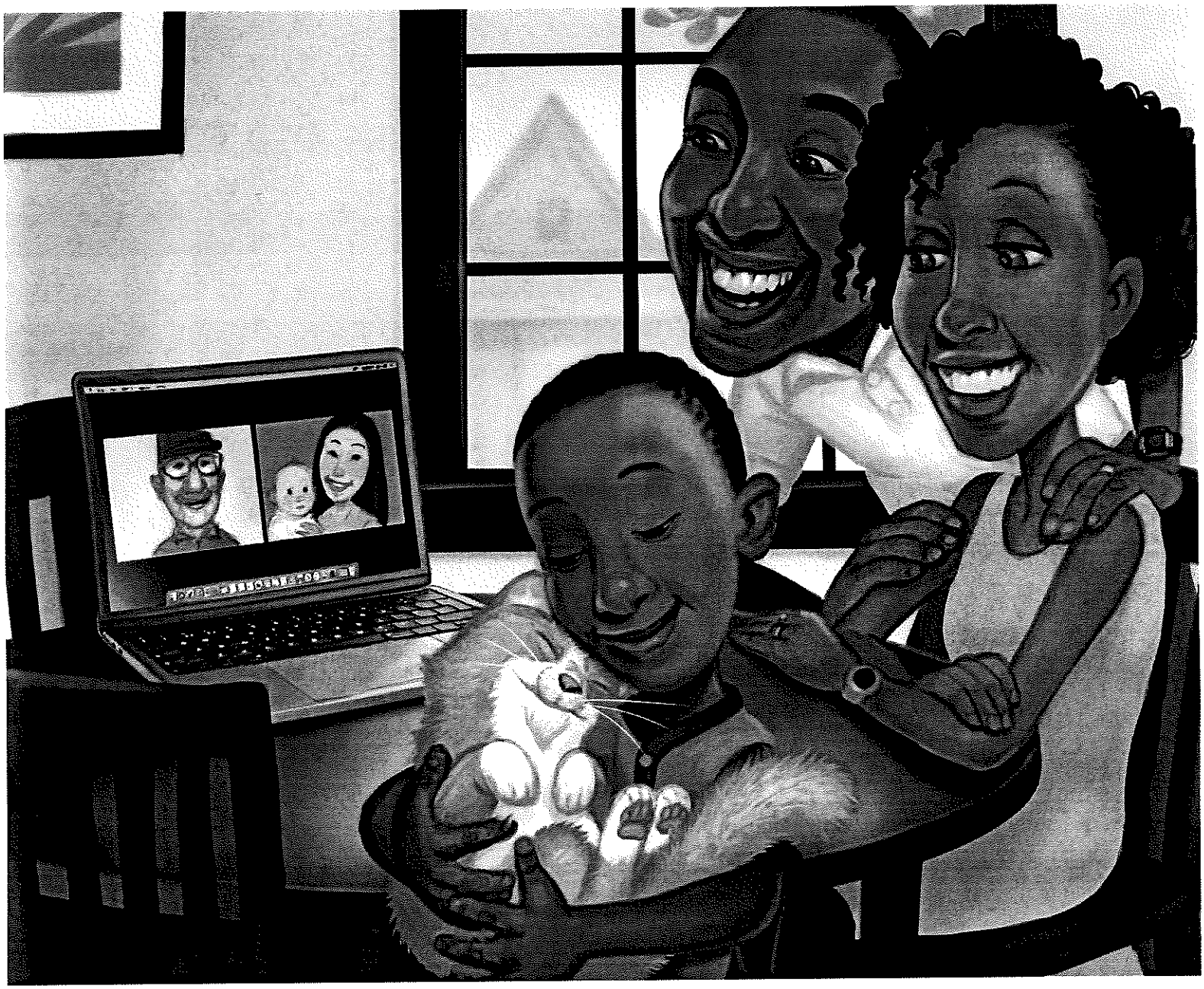
"She's so cute," Linus's mom said.

Mr. Samson's daughter leaned in to her screen. "I cannot ever thank you

nuzzled: rubbed against someone in a friendly way

hollering: shouting

peering: looking carefully at something or someone



enough for helping my dad with his computer."

"We didn't really do anything," Linus's dad told her. "All it took was a call to the cable company."

"I'm so glad we can all be together," Linus's mom said.

"It was all because of Taxi," Linus chimed in.

Mr. Samson said, "Yes, that's one very special cat."

Taxi was curled up asleep in Linus's arms. At the sound of his name, he lifted his head. His ears twitched, and if a cat could smile, Taxi did. ■

PAUSE AND THINK: How did Taxi get back to his family?

THINK AND WRITE

Imagine that you're Linus. Write a letter to your friend Nick about what happened to Taxi and how Mr. Samson became your friend.

FIND SKILL BUILDERS ONLINE!

Name: _____ Date: _____

Finding the Theme

Directions: The theme of a story is the big, important idea you take away from reading it. Answer each of the questions in the chart below about "Missing." Then respond to the questions that follow.

	At first	By the end
1. How is Linus feeling about his cat, Taxi?		
2. What is life like for Mr. Sampson during the Covid-19 lockdown?		
3. What is the relationship between Linus's family and Mr. Samson's family?		

4. At the end of the story, why do you think Linus and his family are sharing the computer visit with Mr. Samson and his daughter and granddaughter?

_____

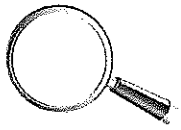
_____

_____

_____

5. Think about your answers above. Then write one sentence that states a theme, or big idea, in the story.

_____



Name: _____ Date: _____

Think About It!

Close-Reading Questions: After reading "Missing," go back and answer the questions below. These are the questions that are in the margins of the story; be sure to look at the story so you'll know which lines the questions are asking about.

1. What is Linus feeling right now? How can you tell?

_____

_____

_____

_____

_____

2. What is happening in the world when this story takes place? In what ways can you relate to Linus's experiences?

_____

_____

_____

_____

_____

3. How has the pandemic affected Mr. Samson? In what ways is this the same and different from how it has affected Linus?

_____

_____

_____

_____

_____

Continued on next page >

Name: _____ Date: _____

Think About It!, p. 2

4. What can you infer about where this cat came from?

5. Can swings be lonely? Why do you think the author describes them this way?

6. Think about how Mr. Samson has been feeling until now. How might helping the cat change his mood?

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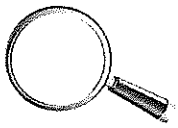

Name: _____ Date: _____

Think About It!, p. 3

7. Why do you think the author includes this detail? (Hint: When was Orem's diner mentioned previously?)

8. What strong feelings is Mr. Samson having? How do you think going out and finding the cat made his heart crack wide open?

9. How are these words important to Taxi and everyone in the story? How do they connect with the title of the story?

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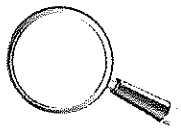


Name: _____ Date: _____

Think About It!, p. 4

10. What are the characters doing right now?

11. In what ways have Linus's and Mr. Samson's difficult situations gotten better?

Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

12. Why is "Missing" a good title for this story?

Continued on next page >

Name: _____ Date: _____

Think About It!, p. 5

13. What has helped Linus and Mr. Samson feel better by the end of the story? Have you ever experienced something similar in your own life? Explain.

STORYWORKS
September 2020
LL

Practice Assessment

Name: _____ Date: _____

"Missing" Quiz

Directions: Read the story "Missing" in the September 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. How does Linus feel when his cat is missing?
Ⓐ angry
Ⓑ eager
Ⓒ sleepy
Ⓓ worried

2. What sentence from the story supports the correct answer to Question 1?
Ⓐ "Linus stood at the front door of his house."
Ⓑ ". . . the spring breeze blew it wide open with a bang."
Ⓒ "Linus couldn't help the tears from stinging his eyes."
Ⓓ "It was dark out . . ."

3. In the sentence ". . . instead of bolting up the stairs and into Mom's closet, he ran outside," what does *bolting* mean?
Ⓐ gobbling quickly
Ⓑ running suddenly
Ⓒ sitting up straight
Ⓓ closing and locking

4. What do both Linus and Mr. Samson miss doing on Sundays?
Ⓐ playing baseball
Ⓑ going to Sky Zone
Ⓒ shopping for groceries
Ⓓ eating at Orem's Diner

5. What do Mr. Samson and the cat have in common?
Ⓐ They are both hungry.
Ⓑ They both want to travel.
Ⓒ They both miss their families.
Ⓓ They are both away from home.

6. How does Taxi feel after Linus finds him?
Ⓐ happy and safe
Ⓑ shy and careful
Ⓒ tired and hungry
Ⓓ scared and restless

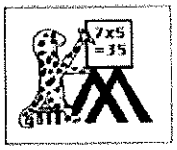
Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

7. How does Covid-19 make it more difficult for both Linus and Mr. Samson to solve problems in the story?

8. At the end of the story, how have things changed for Linus and Mr. Samson?

Name Date



MULTIPLICATION CHART TO 12X12

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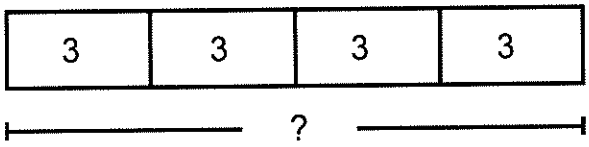
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Name _____

Lesson 1.1 Extra Practice

Use the model to complete the statements.

1.



_____ groups of _____

_____ + _____ + _____ + _____ = _____

_____ × _____ = _____

Draw equal groups. Then complete the equations.

2. 3 groups of 5

_____ + _____ + _____ = _____

_____ × _____ = _____

3. 5 groups of 2

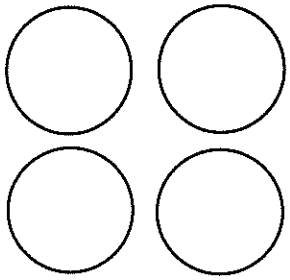
_____ + _____ + _____ + _____ + _____ = _____

_____ × _____ = _____

Name _____

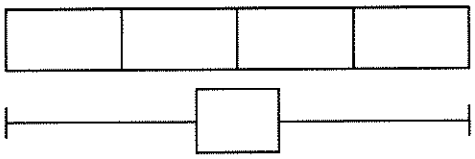
Lesson 1.5 Extra Practice

1. Divide 12 counters into 4 equal groups. How many counters are in each group?

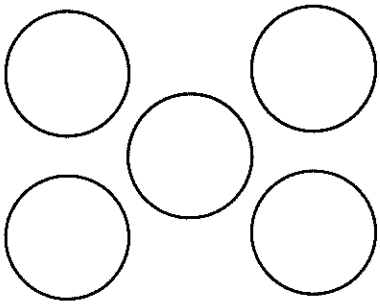


12 ÷ 4 = _____

Use the tape diagram to model the equation.

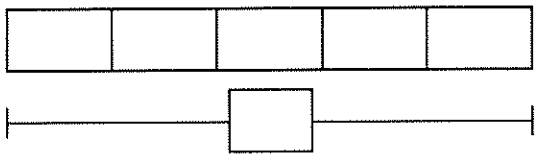


2. Divide 10 counters into 5 equal groups. How many counters are in each group?



10 ÷ 5 = _____

Use the tape diagram to model the equation.



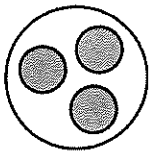
3. Divide 16 counters into 8 equal groups. How many counters are in each group?

16 ÷ 8 = _____

Name _____

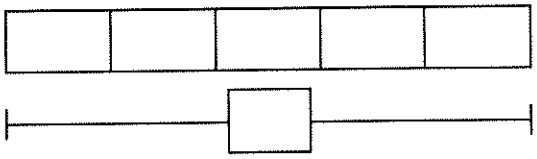
Lesson 1.6 Extra Practice

1. Divide 15 counters into groups of 3. How many groups are there?



$15 \div 3 =$ _____

Use the tape diagram to model the equation.



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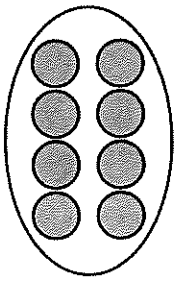
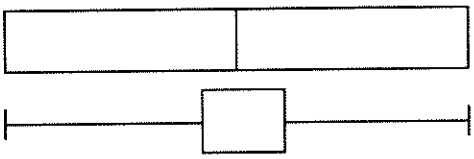
2. Divide 16 counters into groups of 8. How many groups are there?



$16 \div 8 =$ _____

Use the tape diagram to model the equation.



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3. Divide 35 counters into groups of 5. How many groups are there?

$35 \div 5 =$ _____

4. Divide 48 counters into groups of 8. How many groups are there?

$48 \div 8 =$ _____

Name _____

Lesson 2.6 Extra Practice

1. You buy 5 books and 10 magazines. Each book costs $8 and each magazine costs $3. How much money do you spend in all?

2. Newton buys 3 baskets of cherries and 8 baskets of blueberries. Each basket of cherries costs $5 and each basket of blueberries costs $2. How much money does Newton spend in all?

3. In a game, teams earn 5 points for each correct answer and lose 2 points for each incorrect answer. Your team answers 9 questions correctly and 6 questions incorrectly. How many points does your team have?

Name _____

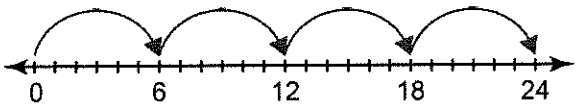
Lesson 3.7 Extra Practice

Use any strategy to find the product.

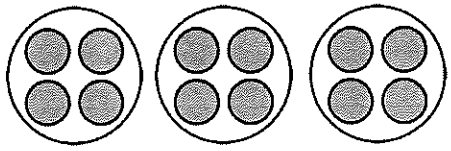
1. $3 \times 6 =$ ___	**2.** $5 \times 9 =$ ___	**3.** $8 \times 10 =$ ___
4. $6 \times 7 =$ ___	**5.** $3 \times 2 =$ ___	**6.** $0 \times 4 =$ ___
7. $\begin{array}{r} 1 \\ \times\ 8 \\ \hline \square \end{array}$	**8.** $\begin{array}{r} 9 \\ \times\ 4 \\ \hline \square \end{array}$	**9.** $\begin{array}{r} 7 \\ \times\ 5 \\ \hline \square \end{array}$

Name the strategy or property used to solve.

10. $4 \times 6 = 24$



11. $3 \times 4 = ?$



___ groups of 4

$3 \times 4 = 12$

Name _____

Lesson 3.8 Extra Practice

Find the product.

1. $(1 \times 9) \times 9 =$ ____	**2.** $8 \times (2 \times 3) =$ ____
3. $(5 \times 7) \times 2 =$ ____	**4.** $6 \times (4 \times 2) =$ ____
5. $(2 \times 8) \times 2 =$ ____	**6.** $3 \times (3 \times 7) =$ ____
7. $(4 \times 0) \times 8 =$ ____	**8.** $2 \times (5 \times 5) =$ ____

Tell whether the equation is *true* or *false*. Explain.

9. $8 \times (1 \times 7) \overset{?}{=} (7 \times 8) \times 0$	**10.** $1 \times (2 \times 3) \overset{?}{=} 3 \times (2 \times 1)$
11. $4 \times (2 \times 1) \overset{?}{=} 4 + (2 + 1)$	**12.** $8 \times (9 \times 7) \overset{?}{=} (7 \times 8) \times 9$

Name _____

Lesson 3.9 Extra Practice

1. Newton and 5 of his friends each spend $7 on a board game. How much does the board game cost?

2. A landlord is replacing fire alarms in an apartment complex. There are 8 apartments. Each apartment has 4 fire alarms. Nine fire alarms do not need to be replaced. How many fire alarms does the landlord need to replace?

3. A principal is replacing whiteboards in a school. There are 9 classrooms. Each classroom has 4 whiteboards. Eight whiteboards do not need to be replaced. How many whiteboards does the principal need to replace?

4. Newton is practicing for a race. He runs for seven 3-minute intervals. He slows to a jog for 1 minute between each running interval. What information do you know that will help you find out how long Newton practices?

Name _____

Lesson 4.8 Extra Practice

Use any strategy to find the quotient.

1. $4 \div 1 =$ _____	**2.** $40 \div 5 =$ _____	**3.** $80 \div 8 =$ _____
4. _____ $= 63 \div 9$	**5.** _____ $= 0 \div 7$	**6.** _____ $= 16 \div 2$

7. $\square$ $9\overline{)36}$	**8.** $\square$ $7\overline{)21}$	**9.** $\square$ $2\overline{)10}$	**10.** $\square$ $2\overline{)12}$
11. $\square$ $20\overline{)20}$	**12.** $\square$ $10\overline{)40}$	**13.** $\square$ $5\overline{)15}$	**14.** $\square$ $8\overline{)56}$

15. Divide 30 by 3.	**16.** Divide 12 by 3.	**17.** Divide 18 by 9.
18. Divide 0 by 2.	**19.** Divide 36 by 6.	**20.** Divide 13 by 13.

Name _____

Lesson 4.9 Extra Practice

1. A truck carries 3 chairs and a table. The table weighs 40 pounds. The total weight of the chairs and the table is 70 pounds. How much does each chair weigh?

2. You volunteer at a hospital for 4 hours a day. You volunteered 8 hours last week and 16 hours this week. How many days did you volunteer?

3. Write and solve your own word problem involving division.

4. You have 2 baskets of strawberries. One basket has 20 strawberries. The other basket has 13 strawberries. 9 of the strawberries are not ripe yet. You divide the ripe strawberries equally onto 6 plates. How many strawberries are on each plate?

Name _____

Lesson 5.3 Extra Practice

Complete the table.

1.

×	2	3	□
□	2		
4			16
8			32

2.

×	□	□	8
2		12	
3	15		
□			40

3.

×	1	7	□
6			54
7			
□	9		
□		70	

4.

×	2	4	□
□	6		
□	12		36
9			
10			

5.

×	□	5	□
2	6		
□		25	
6			48
□	21		
9			

6.

×	7	□	□
3		27	
4			40
□	49		
□		72	
□			100

Name _____

Lesson 5.4 Extra Practice

1. There are 6 rows of tulips with 5 tulips in each row. How many tulips are there?

2. Descartes has 40 carrot sticks. He puts them in bags, with 8 carrot sticks in each bag. How many bags does he use?

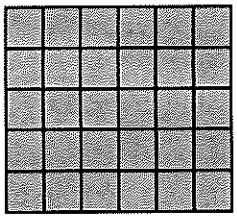
3. You have 27 sweaters. You want to put them into boxes, with 3 sweaters in each box. How many boxes do you use?

Name _____

Lesson 6.3 Extra Practice

Find the area of the rectangle.

1.

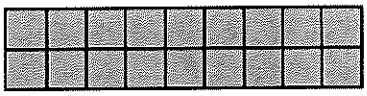


☐ = 1 square foot

_____ × _____ = _____

Area = _____

2.

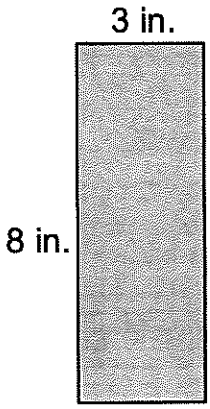


☐ = 1 square centimeter

_____ × _____ = _____

Area = _____

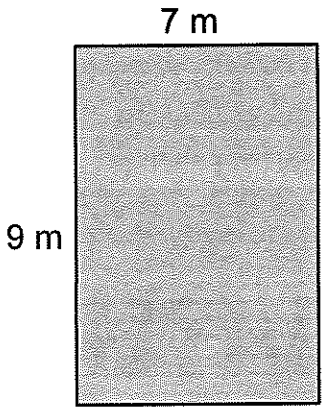
3.



_____ × _____ = _____

Area = _____

4.



_____ × _____ = _____

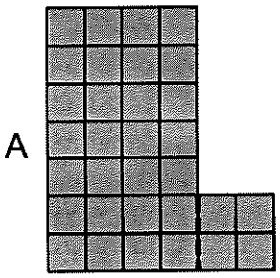
Area = _____

Name _____

Lesson 6.5 Extra Practice

Find the area of the shape.

1.



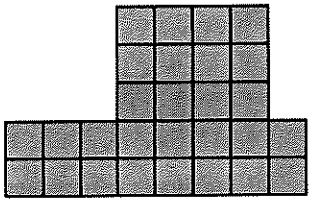
Area of Rectangle A: _____ × _____ = _____ square feet

Area of Rectangle B: _____ × _____ = _____ square feet

Area of the shape: _____ + _____ = _____ square feet

☐ = 1 square foot

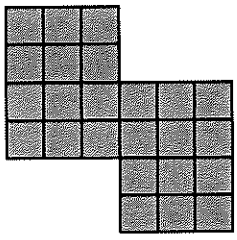
2.



☐ = 1 square meter

Area = _____

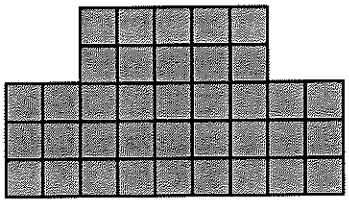
3.



☐ = 1 square foot

Area = _____

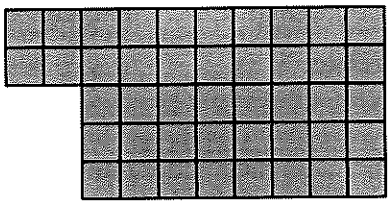
4.



☐ = 1 square inch

Area = _____

5.



☐ = 1 square centimeter

Area = _____

Name_____

Lesson 7.1 Extra Practice

Circle the value of the underlined digit.

1. 4̲62	400	4	40
2. 1̲28	2	20	200
3. 74̲8	80	800	8
4. 2̲64	6	60	600
5. 58̲2	200	20	2
6. 3̲15	3	300	30

Write the value of the underlined digit.

7. 6̲52	**8.** 9̲81	**9.** 72̲9
10. 63̲8	**11.** 1̲05	**12.** 3̲60

oName _____

Lesson 7.3 Extra Practice

Round the number to the nearest ten.

1. 57	**2.** 284	**3.** 761
4. 195	**5.** 333	**6.** 613

Round the number to the nearest hundred.

7. 742	**8.**	**9.** 418
10. 589	**11.** 354	**12.** 947

Round the number to the nearest ten and to the nearest hundred.

13. 54 Nearest ten: ____ Nearest hundred: ____	**14.** 498 Nearest ten: ____ Nearest hundred: ____	**15.** 255 Nearest ten: ____ Nearest hundred: ____
16. 677 Nearest ten: ____ Nearest hundred: ____	**17.** 807 Nearest ten: ____ Nearest hundred: ____	**18.** 341 Nearest ten: ____ Nearest hundred: ____

Name_____

Lesson 7.4 Extra Practice

Round to the nearest ten to estimate the sum.

1. 411 + 118 + ☐ = ☐ ☐ ☐

2. 226 + 651 + ☐ = ☐ ☐ ☐

3. 35 + 45 + ☐ = ☐ ☐ ☐

Round to the nearest ten to estimate the sum.

4. 736 + 159 + ☐ = ☐ ☐ ☐

5. 547 + 238 + ☐ = ☐ ☐ ☐

6. 863 + 47 + ☐ = ☐ ☐ ☐

Round to the nearest ten to estimate the sum.

7. 73 + 35 + ☐ = ☐ ☐ ☐

8. 198 − 206 − ☐ = ☐ ☐ ☐

9. 323 + 554 + ☐ = ☐ ☐ ☐

10. 22 + 49 + ☐ = ☐ ☐ ☐

11. 428 + 119 + ☐ = ☐ ☐ ☐

12. 681 + 214 + ☐ = ☐ ☐ ☐

Name _____

Lesson 7.5 Extra Practice

Round to the nearest ten to estimate the difference.

1. 615 − 486 = ☐

2. 339 − 117 = ☐

3. 87 − 42 = ☐

Round to the nearest ten to estimate the difference.

4. 524 − 278 = ☐

5. 667 − 84 = ☐

6. 825 − 397 = ☐

Round to the nearest ten to estimate the difference.

7. 98 − 24 = ☐

8. 673 − 221 = ☐

9. 257 − 49 = ☐

10. 56 − 21 = ☐

11. 761 − 326 = ☐

12. 895 − 76 = ☐

Name _____

Lesson 8.5 Extra Practice

Find the sum. Check whether your answer is reasonable.

1. Estimate: _____

712
+ 163
_____

2. Estimate: _____

154
+ 689
_____

3. Estimate: _____

349
+ 243
_____

4. Estimate: _____

556
+ 176
_____

5. Estimate: _____

248
+ 694
_____

6. Estimate: _____

187
+ 223
_____

7. Estimate: _____

644
+ 87
_____

8. Estimate: _____

499
+ 108
_____

9. Estimate: _____

182
+ 165
_____

10. Estimate: _____

374 + 202 = _____

11. Estimate: _____

457 + 432 = _____

12. Estimate: _____

142 + 339 = _____

Name _____

Lesson 8.9 Extra Practice

Find the difference. Check whether your answer is reasonable.

1. Estimate: _____

591
− 329
_____

2. Estimate: _____

347
− 165
_____

3. Estimate: _____

738
− 149
_____

4. Estimate: _____

656
− 298
_____

5. Estimate: _____

992
− 307
_____

6. Estimate: _____

867
− 621
_____

7. Estimate: _____

497
− 36
_____

8. Estimate: _____

311
− 168
_____

9. Estimate: _____

949
− 677
_____

10. Estimate: _____

826 − 179 = _____

11. Estimate: _____

509 − 357 = _____

12. Estimate: _____

382 − 196 = _____

Name _____

Lesson 8.11 Extra Practice

Write equations to solve. Use letters to represent the unknown numbers. Check whether your answer is reasonable.

1. Newton has 568 tokens, and Descartes has 263. They use a total of 314 tokens. How many tokens do they have now?

2. There are 173 first graders and 154 second graders at a school fair. There are 245 more adults than students at the fair. How many adults are at the fair?

3. There are 267 second graders and 338 third graders at a track competition. There are 272 more adults than students at the competition. How many adults are at the competition?

Name_____

Lesson 9.4 Extra Practice

Write equations to solve. Use letters to represent the unknown numbers. Check whether your answer is reasonable.

1. Newton saves $4 each week for 6 weeks. He spends all of the money on 3 books that each cost the same amount. How much does each book cost?

2. Descartes saves $4 each week for 4 weeks. He spends all of the money on 8 hockey cards that each cost the same amount. How much does each hockey card cost?

3. There are 2 boxes. Each box has 4 packages. Each package has 6 rice crackers. How many rice crackers are there in all?

4. There are 5 classrooms. Each classroom has 2 closets. Each closet has 8 shelves. How many shelves are there in all?

Name _____

Lesson 9.5 Extra Practice

1. There are 40 science problems divided into 5 equal columns on a worksheet. Your teacher has you cross out one column of problems. Use the equation $40 - 40 \div 5 = p$ to find how many problems are left.

2. There are 48 players divided into 8 equal teams in a soccer tournament. One team leaves the tournament. Use the equation $48 - 48 \div 8 = t$ to find how many players are left.

3. Newton has 32 marbles. Descartes has 36 marbles. Newton divides his marbles into 4 equal groups and gives Descartes one group. How many marbles does Descartes have now? Use d to represent how many marbles Descartes has now.

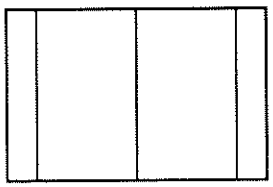
4. You have 56 toy cars. Your friend has 72 toy cars. You divide your toy cars into 8 equal groups and give your friend one group. How many toy cars does your friend have now? Use c to represent how many toy cars your friend has now.

Name _____

Lesson 10.1 Extra Practice

Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

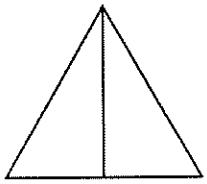
1.



_____ parts

_____

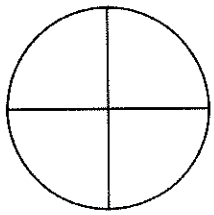
2.



_____ parts

_____

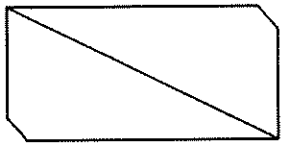
3.



_____ parts

_____

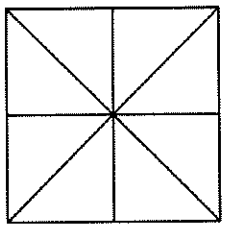
4.



_____ parts

_____

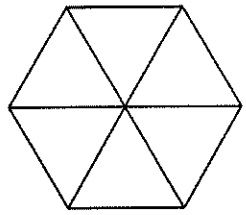
5.



_____ parts

_____

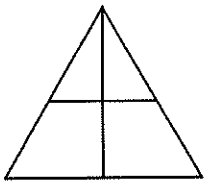
6.



_____ parts

_____

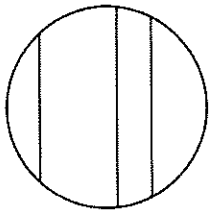
7.



_____ parts

_____

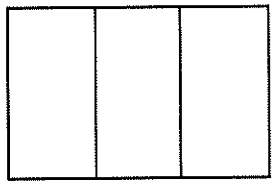
8.



_____ parts

_____

9.



_____ parts

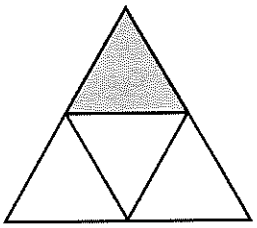
_____

Name _____

Lesson 10.2 Extra Practice

What fraction of the whole is shaded?

1.

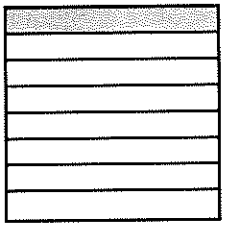


There are _____ equal parts in the whole.

_____ of the equal parts is shaded.

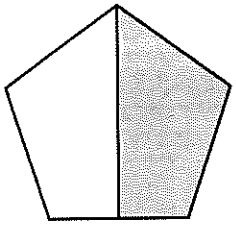
$\frac{\square}{\square}$ is shaded.

2.



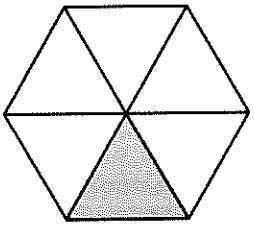
$\frac{\square}{\square}$ is shaded.

3.



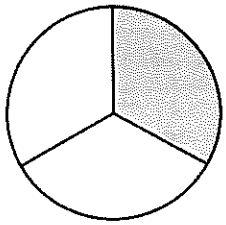
$\frac{\square}{\square}$ is shaded.

4.



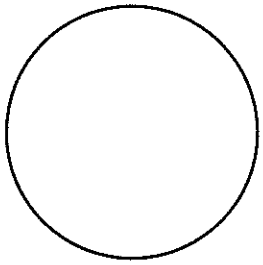
$\frac{\square}{\square}$ is shaded.

5.



$\frac{\square}{\square}$ is shaded.

6. Divide the circle into 8 equal parts. Shade one part. What fraction of the whole is shaded?



$\frac{\square}{\square}$ is shaded.

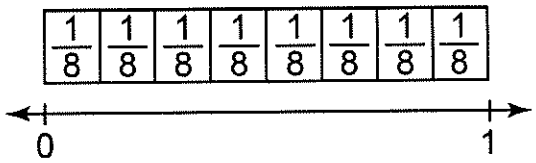
Name_____

Lesson 10.4 Extra Practice

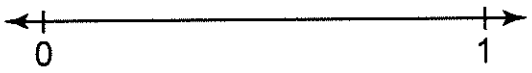
Plot the fraction on a number line.

1. $\frac{6}{8}$

_____ $\frac{\square}{\square}$ s are $\frac{6}{8}$.



2. $\frac{3}{4}$



3. $\frac{2}{3}$

4. $\frac{5}{6}$

5. $\frac{2}{8}$

6. $\frac{1}{3}$

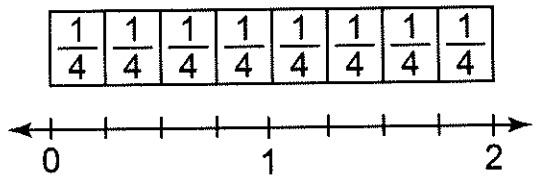
7. $\frac{3}{6}$

Name_____

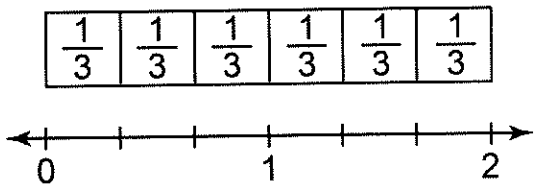
Lesson 10.5 Extra Practice

Plot the fraction on a number line.

1. $\frac{5}{4}$

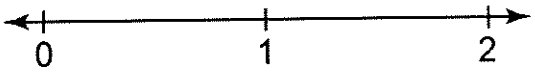


2. $\frac{5}{3}$



3. $\frac{9}{6}$

4. $\frac{4}{2}$



5. $\frac{9}{8}$

6. $\frac{11}{6}$

7. $\frac{4}{4}$

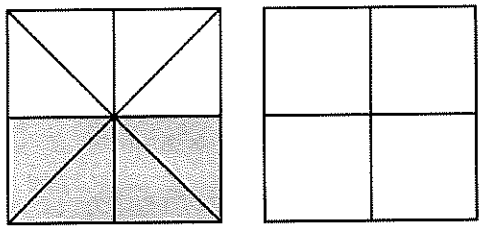
8. $\frac{13}{8}$

Name_____

Lesson 11.1 Extra Practice

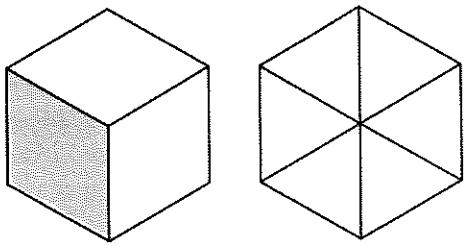
Use models to find an equivalent fraction. Both models show the same whole.

1.



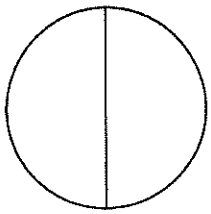
$\frac{4}{8} = \frac{\square}{\square}$

2.



$\frac{1}{3} = \frac{\square}{\square}$

3. Shade 1 part of the model. Then divide the model into 6 equal parts. Write the equivalent fraction.



$\frac{1}{2} = \frac{\square}{\square}$

Find the equivalent fraction.

4. $\frac{4}{8} = \frac{\square}{2}$

5. $\frac{2}{2} = \frac{\square}{4}$

6. $\frac{4}{6} = \frac{\square}{3}$

7. $\frac{1}{4} = \frac{\square}{8}$

8. $\frac{8}{8} = \frac{\square}{6}$

9. $\frac{1}{2} = \frac{\square}{8}$

10. $\frac{3}{4} = \frac{\square}{8}$

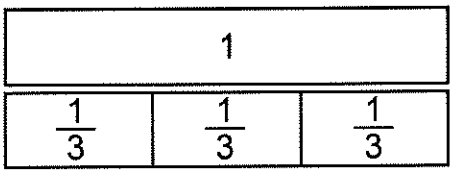
11. $\frac{2}{6} = \frac{\square}{3}$

Name_____

Lesson 11.4 Extra Practice

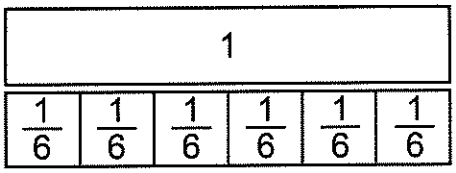
Shade to compare the fractions.

1.



$\frac{1}{3} \bigcirc \frac{2}{3}$

2.



$\frac{4}{6} \bigcirc \frac{2}{6}$

Compare.

3. $\frac{1}{4} \bigcirc \frac{2}{4}$

4. $\frac{3}{6} \bigcirc \frac{1}{6}$

5. $\frac{3}{3} \bigcirc \frac{2}{3}$

6. $\frac{4}{8} \bigcirc \frac{2}{8}$

7. $\frac{0}{2} \bigcirc \frac{1}{2}$

8. $\frac{3}{4} \bigcirc \frac{4}{4}$

9. $\frac{6}{6} \bigcirc \frac{5}{6}$

10. $\frac{6}{8} \bigcirc \frac{3}{8}$

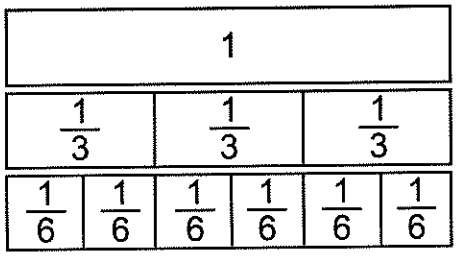
11. $\frac{7}{8} \bigcirc \frac{8}{8}$

Name _____

Lesson 11.5 Extra Practice

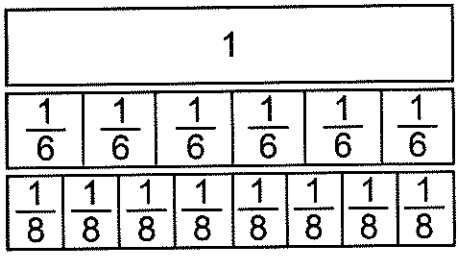
Shade to compare the fractions.

1.



$\frac{2}{3} \bigcirc \frac{2}{6}$

2.



$\frac{3}{6} \bigcirc \frac{3}{8}$

Compare.

3. $\frac{1}{3} \bigcirc \frac{1}{2}$

4. $\frac{3}{4} \bigcirc \frac{3}{8}$

5. $\frac{4}{8} \bigcirc \frac{4}{6}$

6. $\frac{6}{6} \bigcirc \frac{6}{8}$

7. $\frac{2}{8} \bigcirc \frac{2}{4}$

8. $\frac{1}{6} \bigcirc \frac{1}{3}$

9. $\frac{5}{8} \bigcirc \frac{5}{6}$

10. $\frac{4}{4} \bigcirc \frac{4}{8}$

11. $\frac{3}{6} \bigcirc \frac{3}{3}$

Name _____

Lesson 11.8 Extra Practice

Order the fractions from greatest to least.

1. $\frac{6}{4}, \frac{6}{2}, \frac{6}{3}$ ☐, ☐, ☐

2. $\frac{3}{8}, \frac{1}{8}, \frac{5}{8}$ ☐, ☐, ☐

3. $\frac{14}{4}, \frac{10}{4}, \frac{8}{4}$ ☐, ☐, ☐

4. $\frac{3}{4}, \frac{3}{6}, \frac{5}{2}$ ☐, ☐, ☐

5. $\frac{2}{8}, \frac{2}{2}, \frac{2}{4}$ ☐, ☐, ☐

6. $\frac{17}{6}, \frac{5}{6}, \frac{12}{6}$ ☐, ☐, ☐

Order the fractions from greatest to least.

7. $\frac{6}{4}, \frac{6}{2}, \frac{6}{3}$ ☐, ☐, ☐

8. $\frac{3}{8}, \frac{1}{8}, \frac{5}{8}$ ☐, ☐, ☐

9. $\frac{14}{4}, \frac{10}{4}, \frac{8}{4}$ ☐, ☐, ☐

10. $\frac{3}{4}, \frac{3}{6}, \frac{5}{2}$ ☐, ☐, ☐

11. $\frac{2}{8}, \frac{2}{2}, \frac{2}{4}$ ☐, ☐, ☐

12. $\frac{17}{6}, \frac{5}{6}, \frac{12}{6}$ ☐, ☐, ☐

Name_____

Lesson 11.7 Extra Practice

Compare.

1. $\frac{3}{4} \bigcirc \frac{3}{6}$

2. $\frac{6}{8} \bigcirc \frac{2}{8}$

3. $\frac{1}{2} \bigcirc \frac{8}{4}$

4. $\frac{1}{3} \bigcirc \frac{2}{3}$

5. $\frac{2}{2} \bigcirc \frac{6}{8}$

6. $\frac{2}{4} \bigcirc \frac{3}{8}$

7. $\frac{4}{6} \bigcirc \frac{4}{8}$

8. $\frac{1}{4} \bigcirc \frac{1}{2}$

9. $\frac{2}{6} \bigcirc \frac{1}{3}$

10. $\frac{4}{8} \bigcirc \frac{2}{3}$

Complete the statement.

11. $\frac{2}{3} < \frac{\square}{\square}$

12. $\frac{5}{8} > \frac{\square}{\square}$

13. $\frac{3}{4} < \frac{\square}{\square}$

Name _____

Lesson 12.4 Extra Practice

1. You spend 17 fewer minutes walking than running. You run for 40 minutes. How much time do you spend walking?

2. You spend 44 more minutes organizing your bookshelf than you do sweeping the kitchen floor. You spend 56 minutes organizing your bookshelf. How much time do you spend sweeping the kitchen floor?

3. You spend 22 fewer minutes watching television than playing a video game. You play a video game for 47 minutes. How much time do you spend watching television?

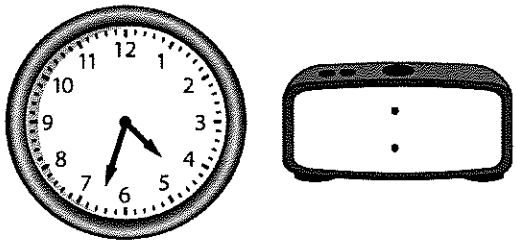
4. You spend 29 more minutes shopping for groceries than you do waiting in line to pay for the groceries. You spend 41 minutes shopping for groceries. How much time do you spend waiting in line?

Name _____

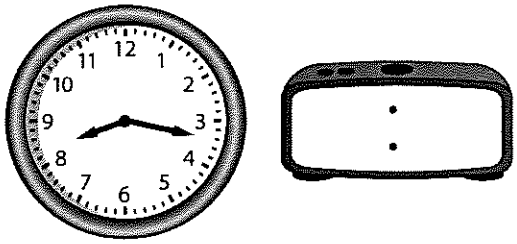
Lesson 12.1 Extra Practice

Write the time. Write another way to say the time.

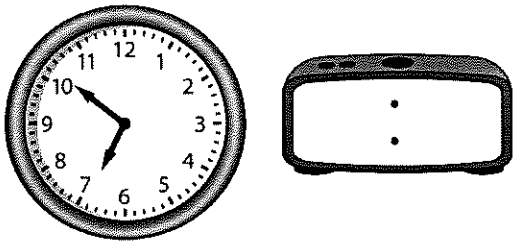
1.



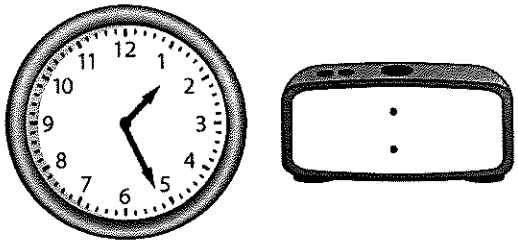
2.



3.

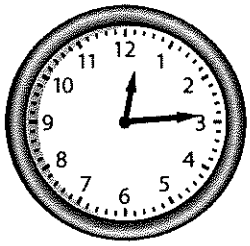


4.

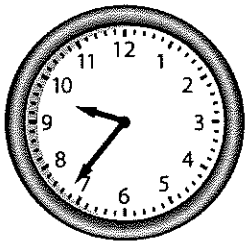


Write the time. Write two other ways to say the time.

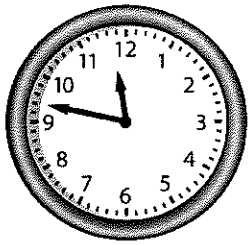
5.



6.



7.

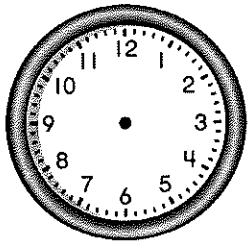


Name _____

Lesson 12.3 Extra Practice

Find the elapsed time.

1. Start: 7:55 A.M. End: 8:27 A.M.

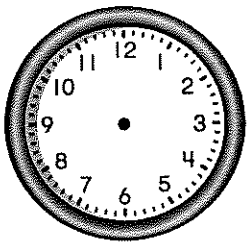


_____ minutes

2. Start: 10:45 P.M. End: 11:22 P.M.

_____ minutes

3. Start: 5:45 A.M. End: 6:11 A.M.

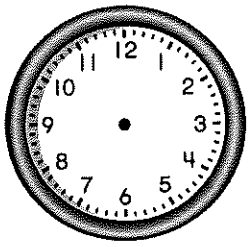


_____ minutes

4. Start: 8:10 P.M. End: 9:08 P.M.

_____ minutes

5. Start: 5:25 A.M. End: 6:18 A.M.



_____ minutes

6. Start: 12:35 P.M. End: 1:14 P.M.

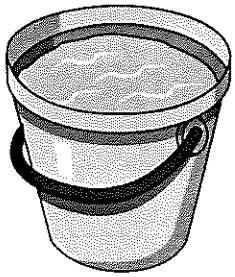
_____ minutes

Name _____

Lesson 12.5 Extra Practice

Which units should you use to measure the liquid volume, *liters* or *milliliters*? Explain.

1.



2.

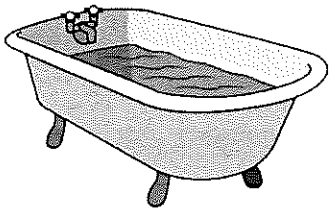
Choose the better estimate.

3.

2 mL

2 L

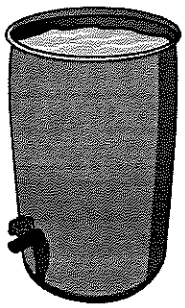
4.



80 mL

80 L

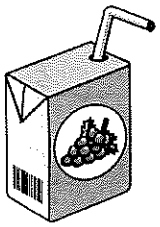
5.



2,000 mL

200 L

6.



250 mL

25 L

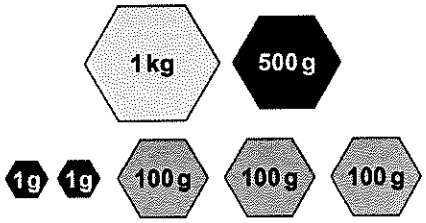
Name _____

Lesson 12.8 Extra Practice

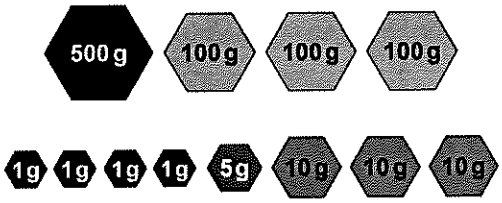
Write the total mass shown.

1.

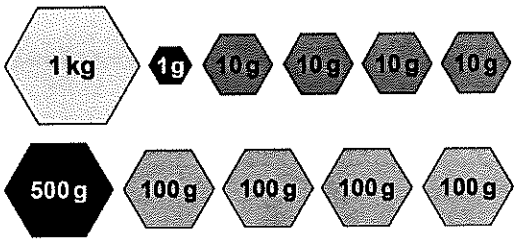
2.



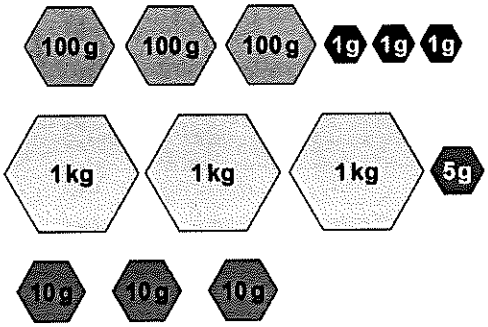
3.



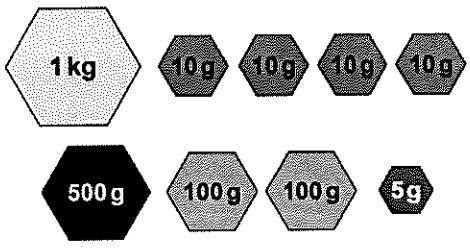
4.



5.



6.



Name_____

Lesson 13.1 Extra Practice

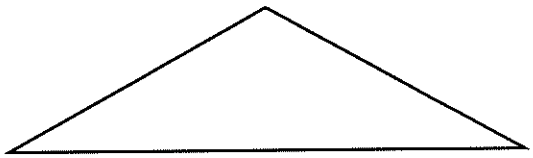
Identify the number of right angles and pairs of parallel sides

1.

Right angles: _____

Pairs of parallel sides: _____

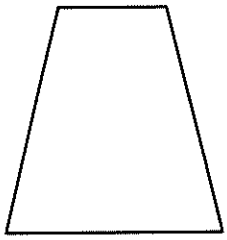
2.



Right angles: _____

Pairs of parallel sides: _____

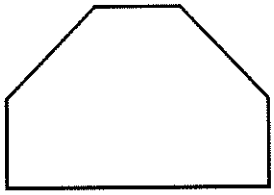
3.



Right angles: _____

Pairs of parallel sides: _____

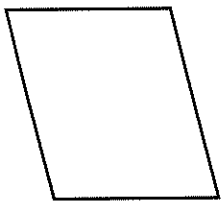
4.



Right angles: _____

Pairs of parallel sides: _____

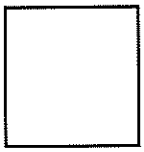
5.



Right angles: _____

Pairs of parallel sides: _____

6.

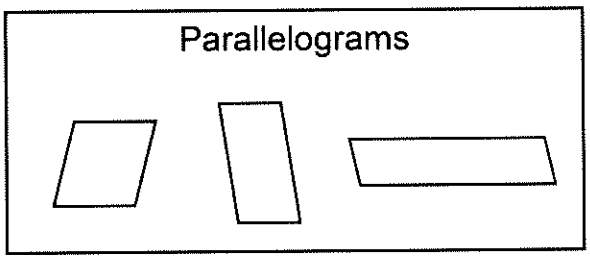


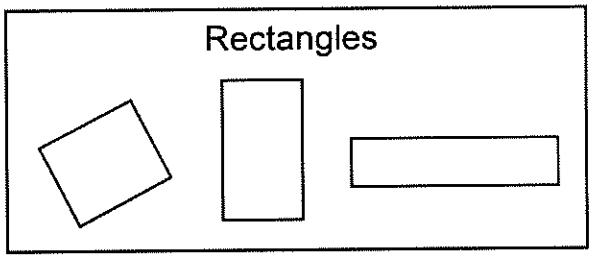
Right angles: _____

Pairs of parallel sides: _____

Name_____

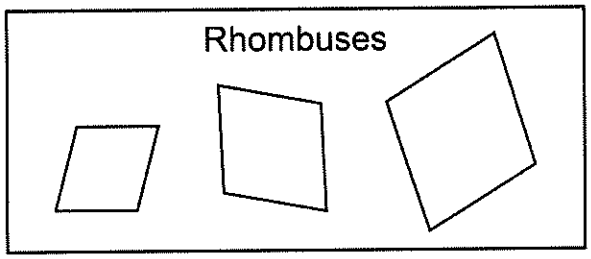
Lesson 13.3 Extra Practice

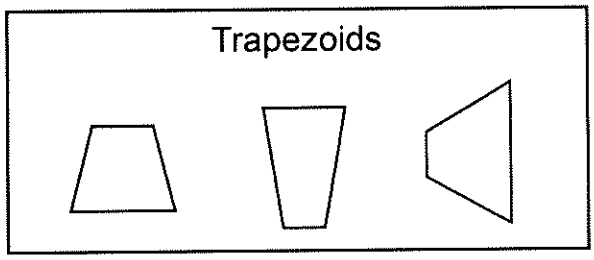




1. How are parallelograms and rectangles alike? How are they different?

2. What names can you use to classify all parallelograms and rectangles?





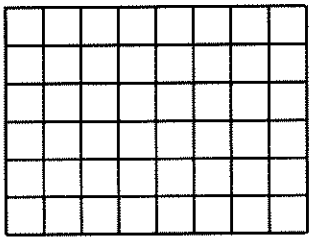
3. How are rhombuses and trapezoids alike? How are they different?

4. What name can you use to classify all rhombuses and trapezoids?

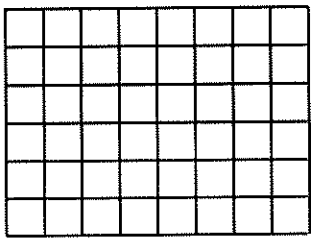
Name_____

Lesson 13.4 Extra Practice

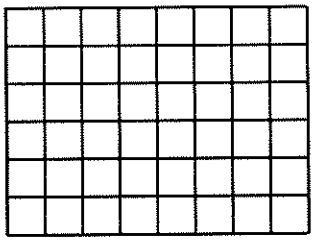
1. Draw a quadrilateral that has four right angles. Name the quadrilateral.



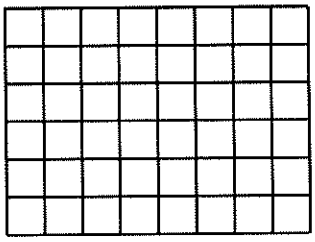
2. Draw a quadrilateral that is *not* a square. Explain why it is not a square.



3. Draw a quadrilateral that has exactly one pair of parallel sides. Name the quadrilateral.



4. Draw a quadrilateral that is *not* a rectangle. Explain why it is not a rectangle.



Name _____

Lesson 14.1 Extra Practice

1. Use the graph to answer the questions.

What value does the symbol ★ represent?

How many students chose spaghetti?

How many students chose pizza or lasagna?

How many students did *not* choose hamburger?

How many students did *not* choose salad?

Favorite Dinner	
Lasagna	★★½
Hamburger	★★★★★½
Spaghetti	★★★
Pizza	★★★★★★
Salad	★★★★½

Each ★ = 2 students.

Name _____

Lesson 14.2 Extra Practice

1. Use the frequency table to complete the picture graph.

Favorite Sport	
Basketball	30
Soccer	25
Football	40
Hockey	10

Basketball	
Soccer	
Football	
Hockey	

Each ★ = _____ students.

What sport has more votes than soccer, but fewer votes than football? How many students chose that sport?

---

2. Use the frequency table to complete the picture graph.

Favorite Color	
Blue	15
Green	30
Yellow	35
Red	20

Blue	
Green	
Yellow	
Red	

Each ★ = _____ students.

Name _____

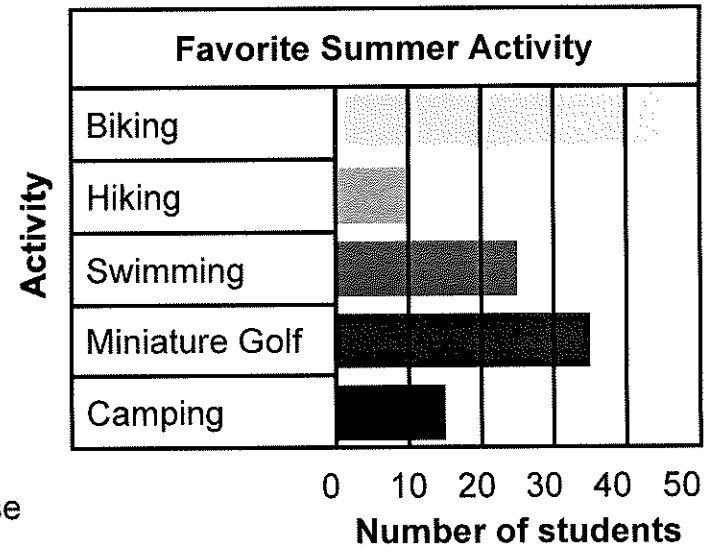
Lesson 14.3 Extra Practice

1. Use the graph to answer the questions.

How many students does each grid line represent?

Which summer activity is the least favorite?

How many fewer students chose hiking than swimming?



How many students chose camping or miniature golf?

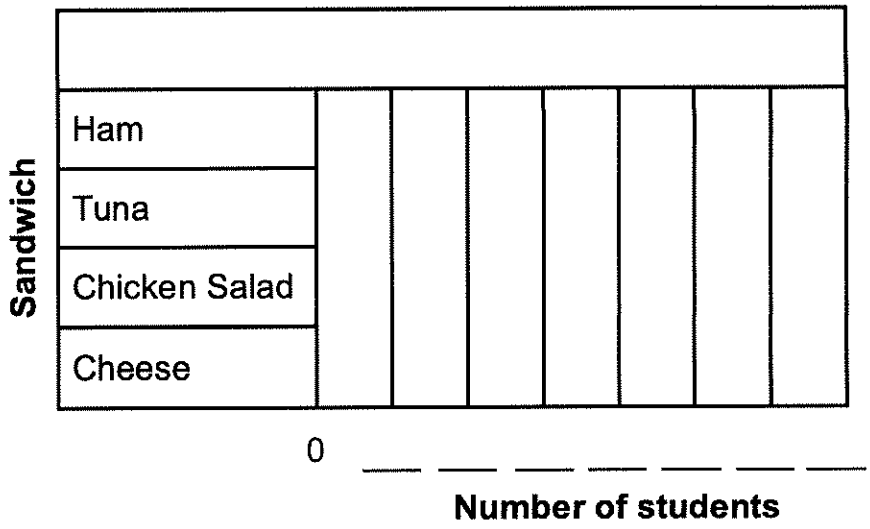
How many students chose biking or swimming?

Name _____

Lesson 14.4 Extra Practice

1. Use the frequency table to complete the bar graph.

Favorite Sandwich	
Ham	15
Tuna	20
Chicken Salad	30
Cheese	10



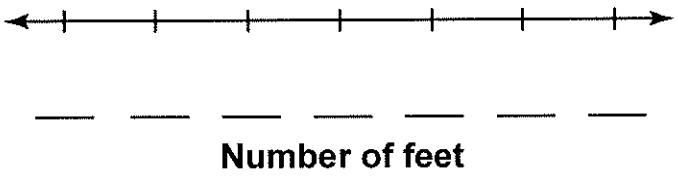
How many students does each grid line represent?

How would you use the graph to find the least favorite type of sandwich?

Name _____

Lesson 14.5 Extra Practice

1. Use the table to complete the line plot.



Number of feet

Pieces of Rope (feet)	
9	8
11	10
10	12
10	9
6	10
7	11
12	7
10	7

How many pieces of rope are shorter than 10 feet?

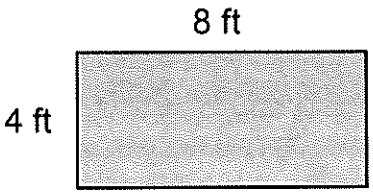
Which rope length is the most common?

Name _____

Lesson 15.4 Extra Practice

1. Find the perimeter and area of Rectangle A. Draw a different rectangle that has the same perimeter. Which rectangle has the greater area?

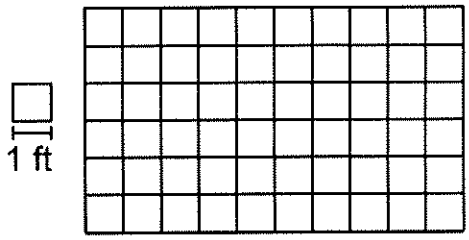
Rectangle A



Perimeter = _____

Area = _____

Rectangle B



Perimeter = _____

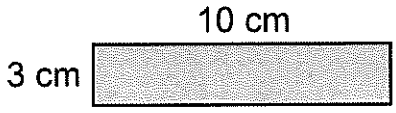
Area = _____

Rectangle _____ has the greater area.

---

2. Find the perimeter and area of Rectangle A. Draw a different rectangle that has the same perimeter. Which rectangle has the greater area?

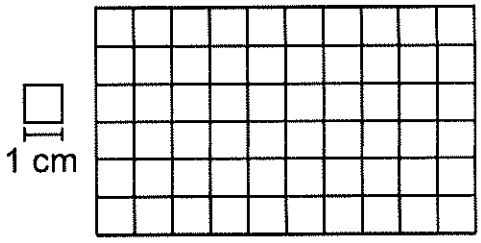
Rectangle A



Perimeter = _____

Area = _____

Rectangle B



Perimeter = _____

Area = _____

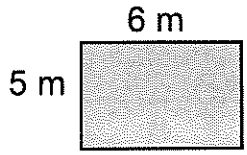
Rectangle _____ has the greater area.

Name _____

Lesson 15.5 Extra Practice

1. Find the area and the perimeter of Rectangle A. Draw a different rectangle that has the same area. Which rectangle has the lesser perimeter?

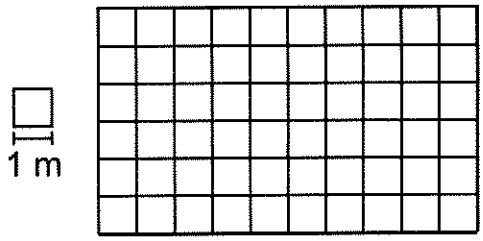
Rectangle A



Area = _____

Perimeter = _____

Rectangle B



Area = _____

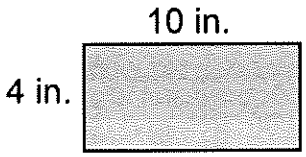
Perimeter = _____

Rectangle _____ has the lesser perimeter.

---

2. Find the area and the perimeter of Rectangle A. Draw a different rectangle that has the same area. Which rectangle has the lesser perimeter?

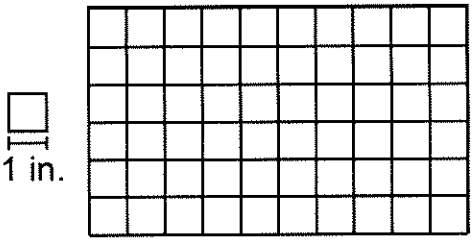
Rectangle A



Area = _____

Perimeter = _____

Rectangle B



Area = _____

Perimeter = _____

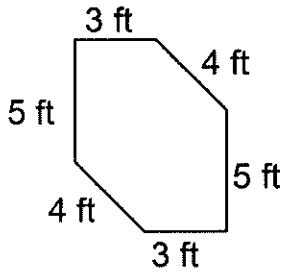
Rectangle _____ has the lesser perimeter.

Name _____

Lesson 15.2 Extra Practice

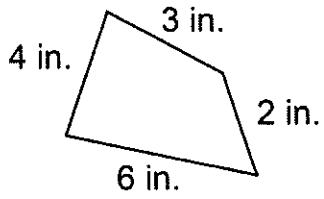
Find the perimeter of the polygon.

1.



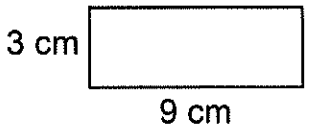
Perimeter = _____

2.



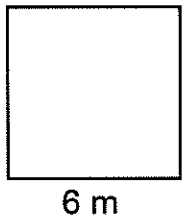
Perimeter = _____

3. Rectangle



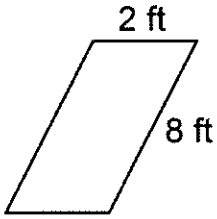
Perimeter = _____

4. Square



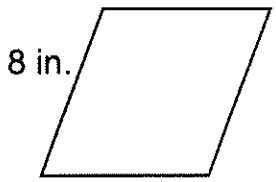
Perimeter = _____

5. Parallelogram



Perimeter = _____

6. Rhombus



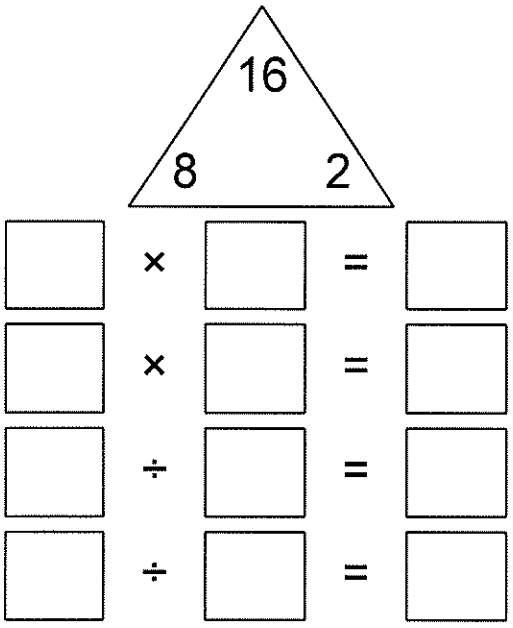
Perimeter = _____

Multiplication & division fact families

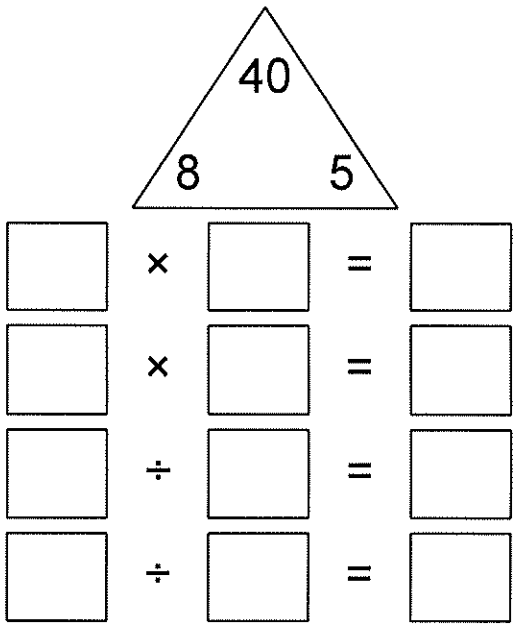
Grade 3 Division Worksheet

Complete each family of facts.

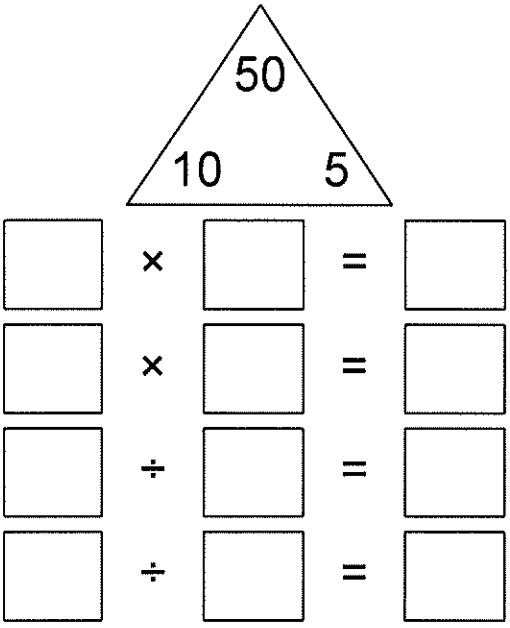
1.



2.



3.



4.