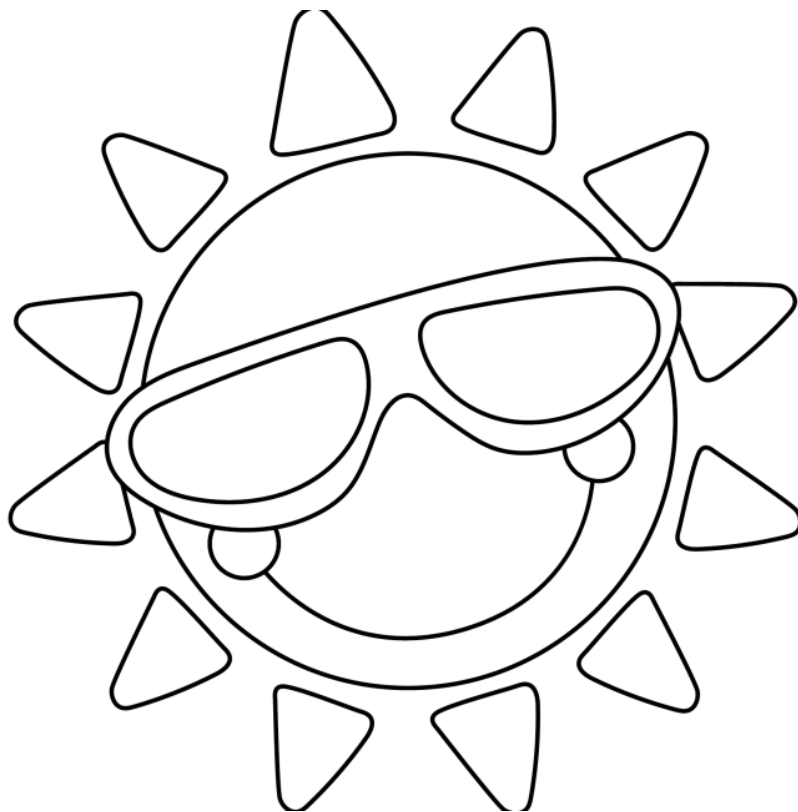
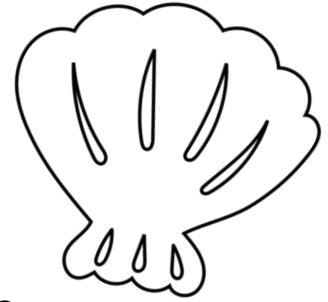
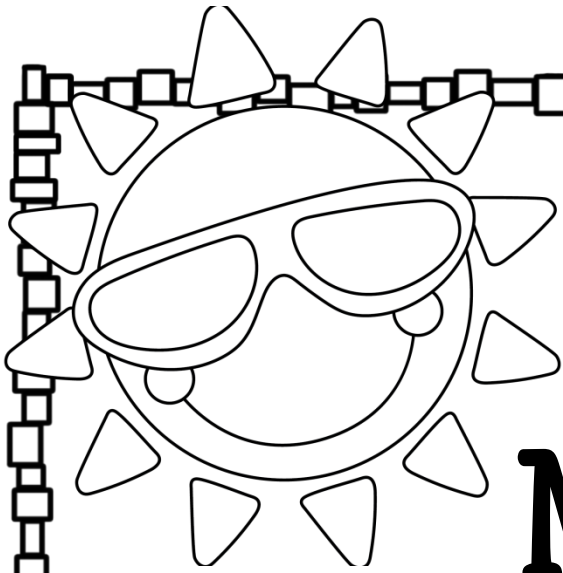


Print & Go

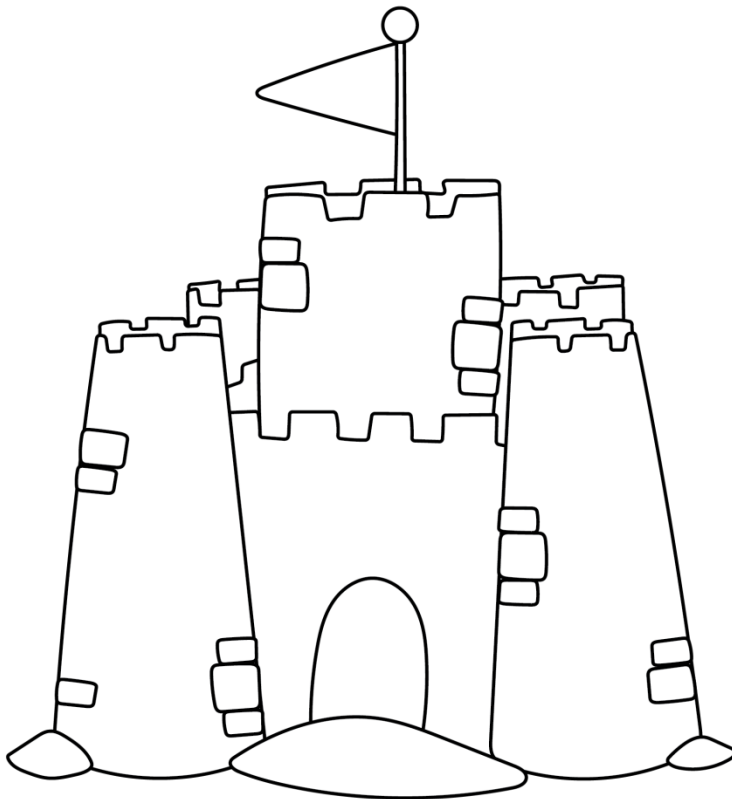
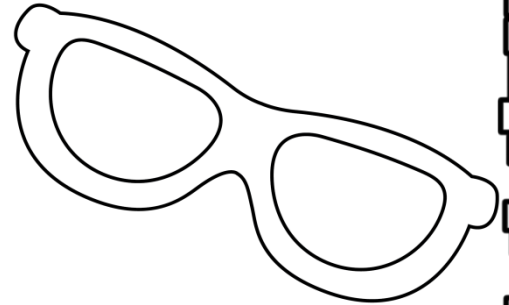
Math PRACTICE



FREE from
The Curriculum Corner



My Math Practice Book



Name: _____

Name: _____

Ordering Numbers

Directions: Write the numbers in order from least to greatest.

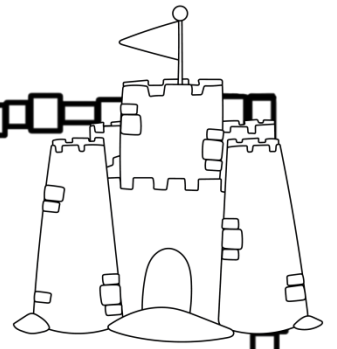
5,291 7,295 4,628 5,052

3,899 6,003 3,998 8,447

2,070 1,663 5,611 9,415

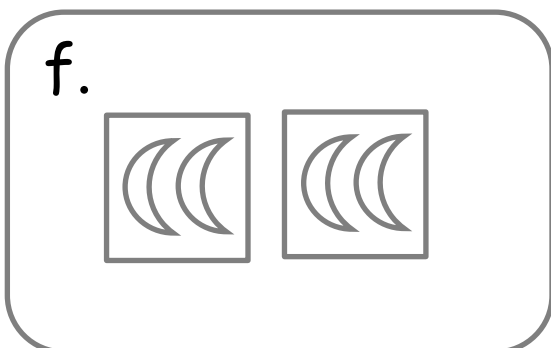
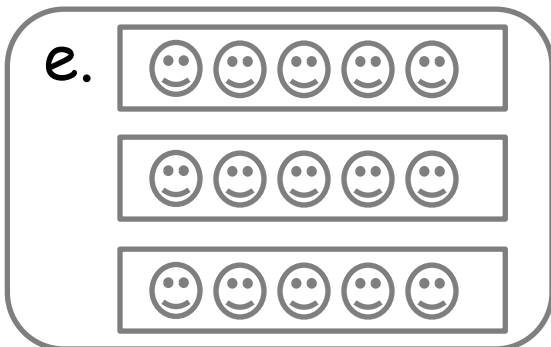
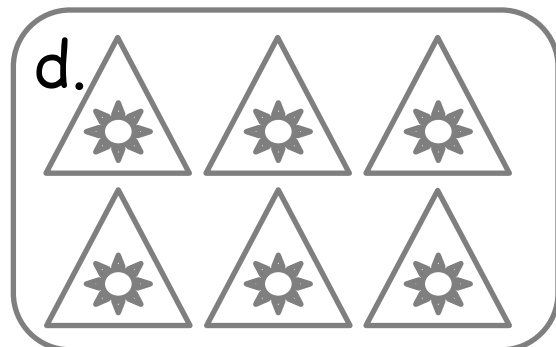
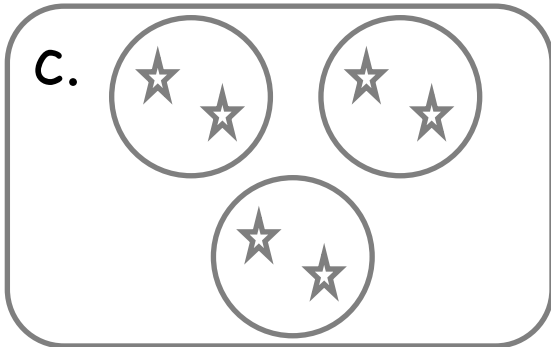
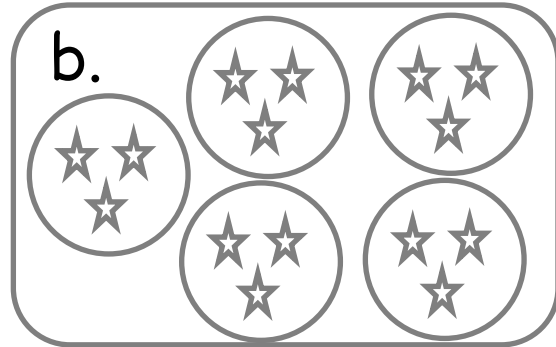
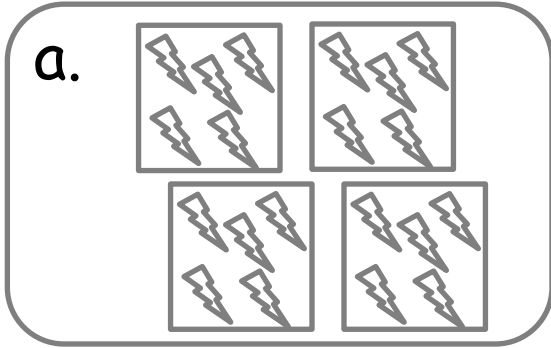
4,050 4,005 5,405 5,040

Name: _____



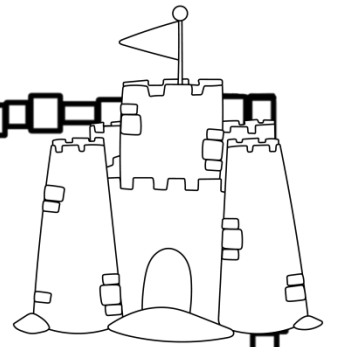
Multiplication Using Pictures

Directions: Match the picture with the correct problem.



1. _____ 3×2
2. _____ 6×1
3. _____ 4×5
4. _____ 5×3
5. _____ 2×2
6. _____ 3×5

Name: _____



Multiplication

Directions: Draw pictures to represent the multiplication number sentences at the bottom.

a.

b.

c.

d.

e.

f.

a. $8 \times 3 =$ _____

b. $6 \times 3 =$ _____

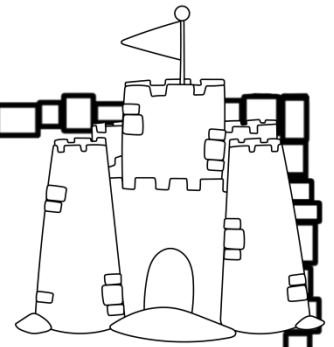
c. $2 \times 4 =$ _____

d. $5 \times 5 =$ _____

e. $4 \times 6 =$ _____

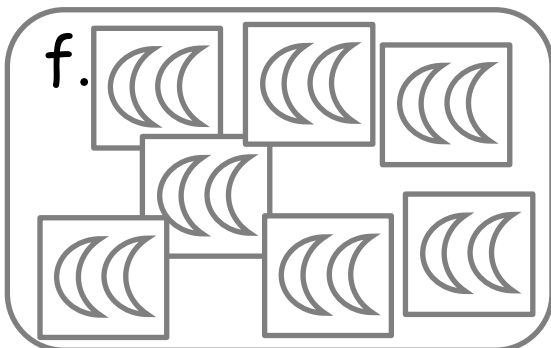
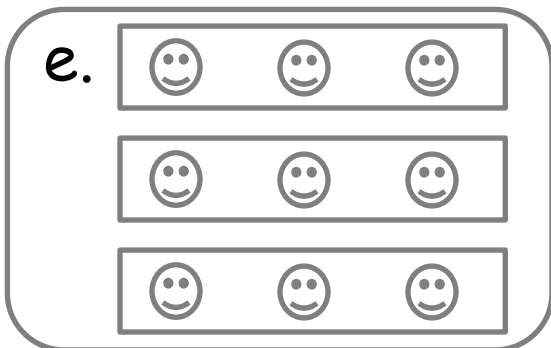
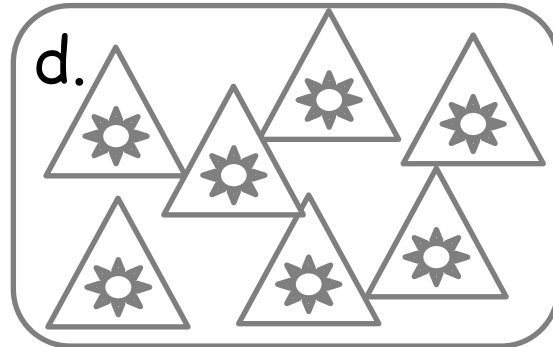
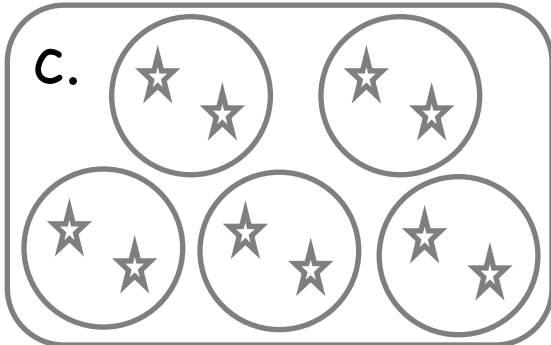
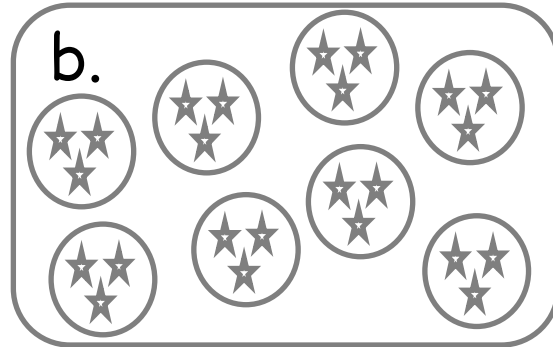
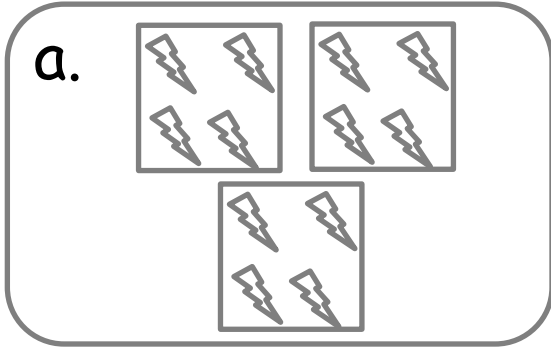
f. $3 \times 7 =$ _____

Name: _____



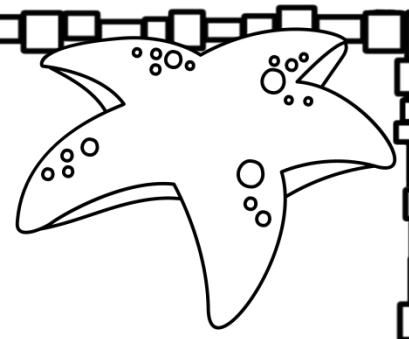
Division Using Pictures

Directions: Match the picture with the correct problem.



1. _____ $9 \div 3$
2. _____ $14 \div 7$
3. _____ $12 \div 3$
4. _____ $7 \div 1$
5. _____ $24 \div 8$
6. _____ $10 \div 5$

Name: _____



Missing Factors

$$3 \times \underline{\quad} = 9$$

$$9 \times \underline{\quad} = 36$$

$$\underline{\quad} \times 5 = 20$$

$$5 \times \underline{\quad} = 10$$

$$\underline{\quad} \times 2 = 8$$

$$10 \times \underline{\quad} = 100$$

$$7 \times \underline{\quad} = 42$$

$$\underline{\quad} \times 8 = 64$$

$$\underline{\quad} \times 4 = 36$$

$$4 \times \underline{\quad} = 28$$

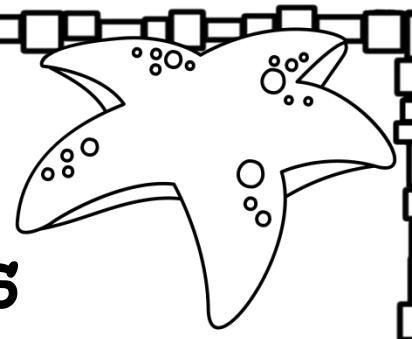
$$6 \times \underline{\quad} = 48$$

$$\underline{\quad} \times 1 = 8$$

$$\underline{\quad} \times 7 = 56$$

$$\underline{\quad} \times 3 = 24$$

Name: _____



Write the Missing Factors

$6 \times \underline{\quad} = 54$

$3 \times \underline{\quad} = 33$

$\underline{\quad} \times 2 = 16$

$8 \times \underline{\quad} = 32$

$\underline{\quad} \times 4 = 40$

$12 \times \underline{\quad} = 132$

$9 \times \underline{\quad} = 81$

$\underline{\quad} \times 1 = 9$

$\underline{\quad} \times 7 = 21$

$11 \times \underline{\quad} = 110$

$5 \times \underline{\quad} = 35$

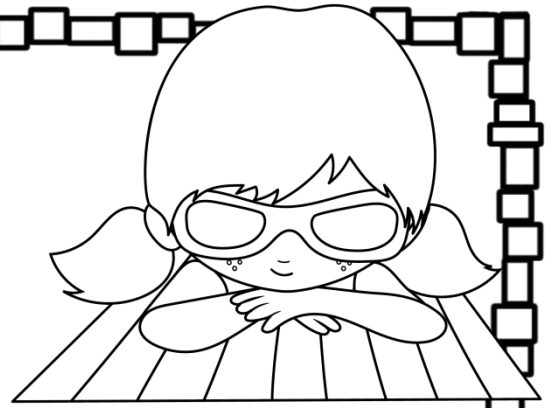
$\underline{\quad} \times 10 = 80$

$\underline{\quad} \times 9 = 18$

$\underline{\quad} \times 8 = 88$

Name: _____

Complete the number sentences.



$5 \times \square = 15$

$15 \div 5 = \square$

$3 \times \square = 24$

$24 \div 3 = \square$

$9 \times \square = 45$

$45 \div 9 = \square$

$7 \times \square = 49$

$49 \div 7 = \square$

$4 \times \square = 36$

$36 \div 4 = \square$

$8 \times \square = 64$

$64 \div 8 = \square$

$2 \times \square = 20$

$20 \div 2 = \square$

$6 \times \square = 54$

$54 \div 6 = \square$

$11 \times \square = 99$

$99 \div 11 = \square$

$10 \times \square = 70$

$70 \div 10 = \square$

$12 \times \square = 72$

$72 \div 12 = \square$

Name: _____

Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

Name: _____

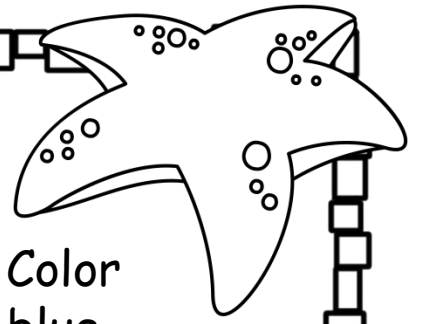
Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

Name: _____



Multiplication Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

$5 \times 8 =$

$1 \times 10 =$

$7 \times 2 =$

$3 \times 9 =$

$9 \times 2 =$

$5 \times 1 =$

$2 \times 7 =$

$10 \times 6 =$

$3 \times 4 =$

$8 \times 3 =$

$6 \times 3 =$

$8 \times 7 =$

$4 \times 4 =$

$2 \times 8 =$

$10 \times 6 =$

$6 \times 5 =$

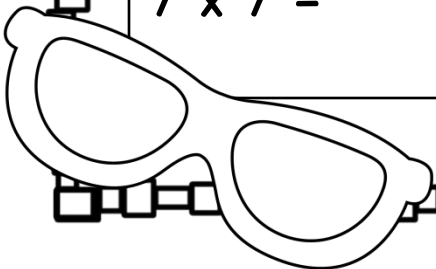
$4 \times 9 =$

$6 \times 8 =$

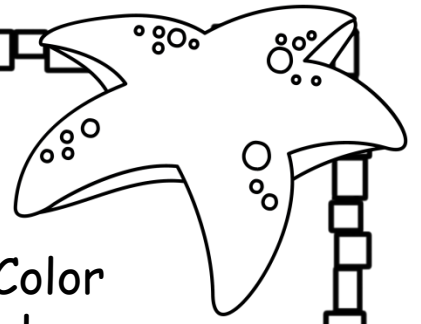
$7 \times 7 =$

$1 \times 5 =$

$8 \times 9 =$



Name: _____



Division Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

$40 \div 8 =$

$18 \div 2 =$

$32 \div 4 =$

$36 \div 6 =$

$10 \div 5 =$

$20 \div 2 =$

$15 \div 3 =$

$70 \div 10 =$

$81 \div 9 =$

$9 \div 1 =$

$27 \div 3 =$

$48 \div 6 =$

$45 \div 9 =$

$32 \div 8 =$

$72 \div 8 =$

$24 \div 4 =$

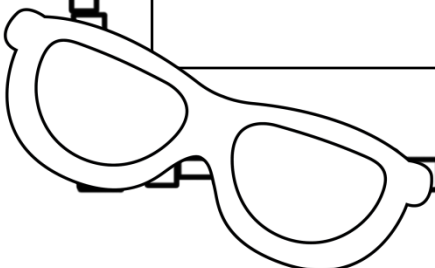
$28 \div 7 =$

$60 \div 10 =$

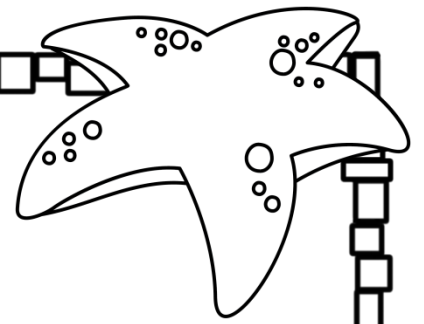
$49 \div 7 =$

$45 \div 5 =$

$63 \div 7 =$



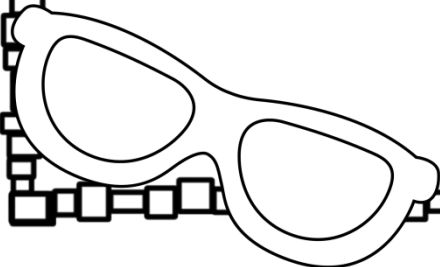
Name: _____



2 Step Word Problems

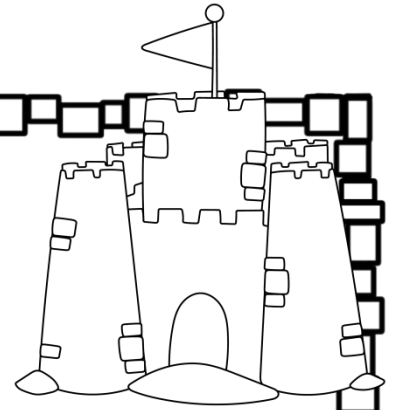
Amar bought a new hat for \$19 and a game for \$16. How much did the items cost? Amar had two \$20 bills. How much change did he receive?

My mom bought 5 pizzas. They cost \$9 each. She had \$50. How much change did she receive?

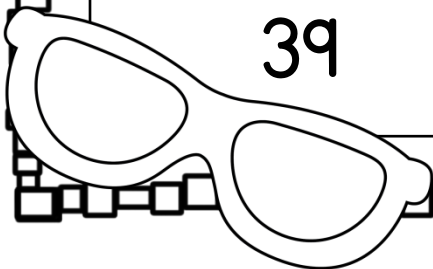


Name: _____

Multiply by 10 and 100

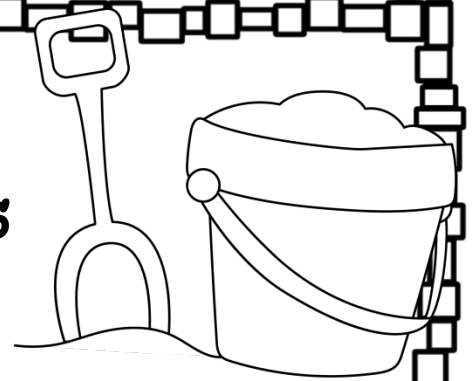


The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46		
23		
47		
83		
71		
97		
39		



Name: _____

Multiply One Digit Numbers by Multiples of 10



$5 \times 70 = \underline{\quad}$

$80 \times 2 = \underline{\quad}$

$30 \times 6 = \underline{\quad}$

$9 \times 70 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$8 \times 90 = \underline{\quad}$

$5 \times 90 = \underline{\quad}$

$6 \times 60 = \underline{\quad}$

$7 \times 70 = \underline{\quad}$

$4 \times 20 = \underline{\quad}$

$3 \times 90 = \underline{\quad}$

$50 \times 8 = \underline{\quad}$

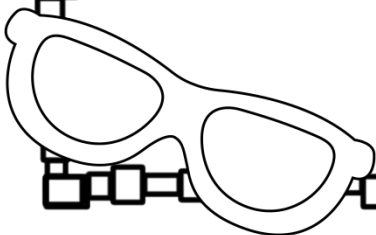
$40 \times 8 = \underline{\quad}$

$3 \times 40 = \underline{\quad}$

$6 \times 20 = \underline{\quad}$

$20 \times 5 = \underline{\quad}$

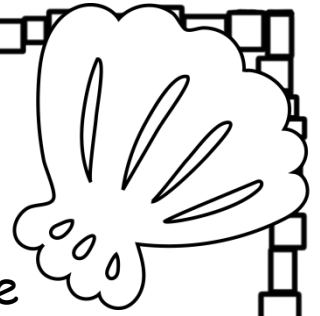
$90 \times 5 = \underline{\quad}$



Name: _____

Patterns in Addition & Multiplication

Directions: Determine the pattern. Fill in the missing rule, input or output.



Rule: add _____

input	output
47	77
73	
25	
12	
34	

Rule: multiply by _____

input	output
12	60
6	
8	
2	
7	

Rule: _____

input	output
23	73
15	
	86
	91
7	

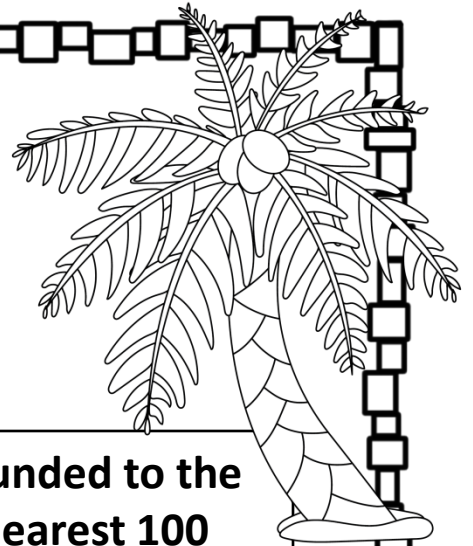
Rule: _____

input	output
7	77
2	
	44
8	88
10	

Name: _____

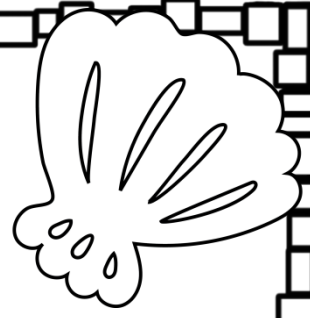
Rounding Numbers

Directions: Round each number to the nearest 10 and then the nearest 100.



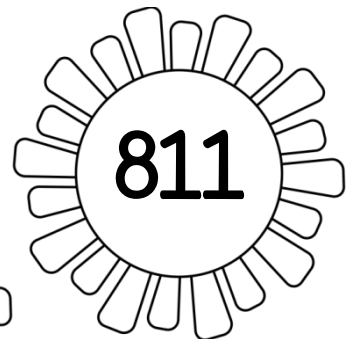
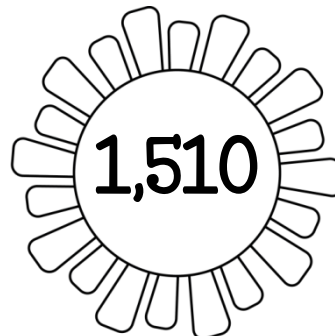
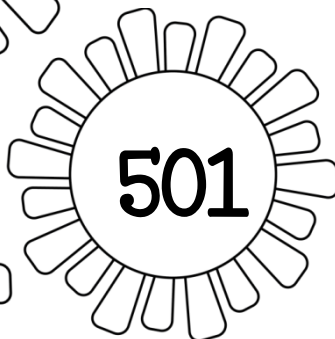
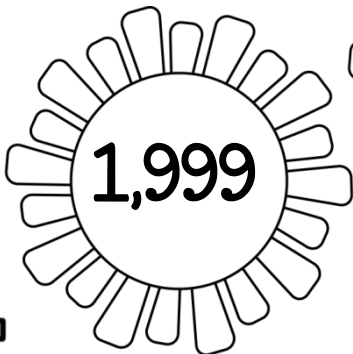
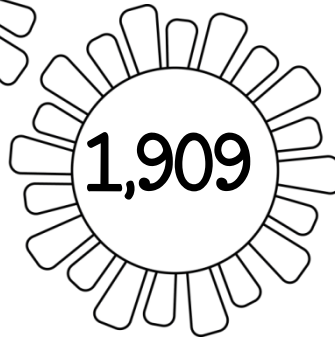
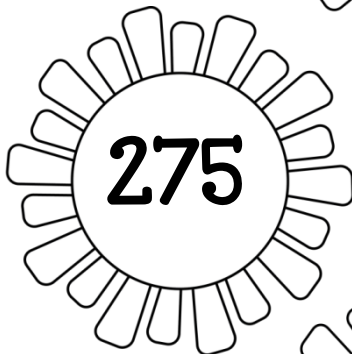
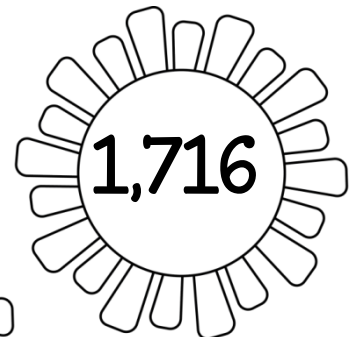
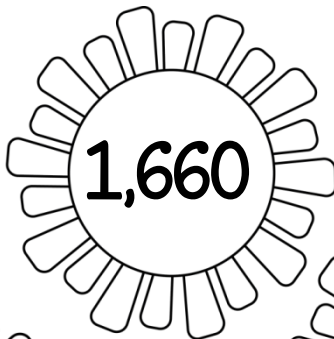
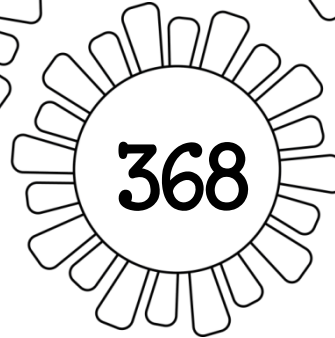
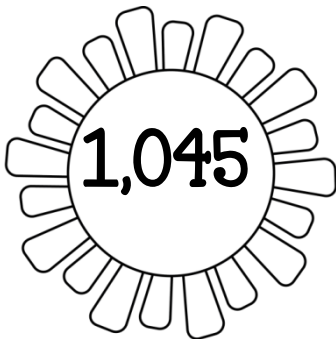
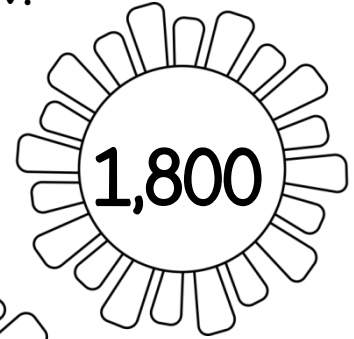
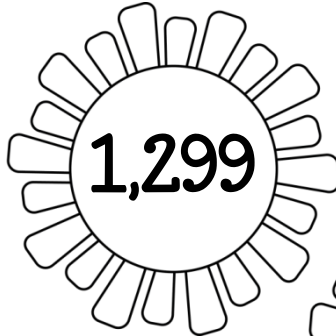
	rounded to the nearest 10	rounded to the nearest 100
317		
723		
655		
208		
939		
146		
572		
864		
481		

Name: _____

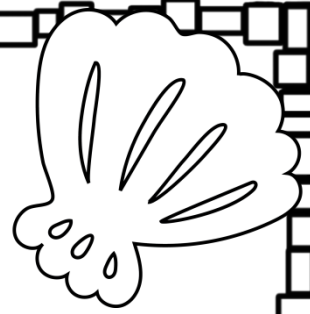


Rounding Practice

Directions: Round to the nearest 100. Color the suns that will round to 1,000 yellow.

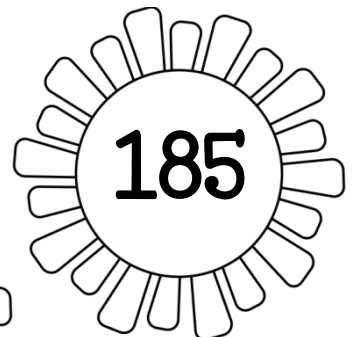
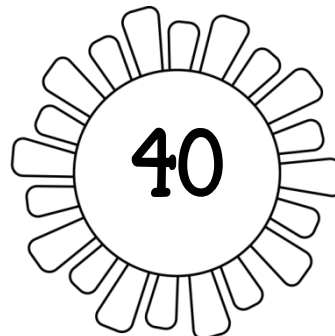
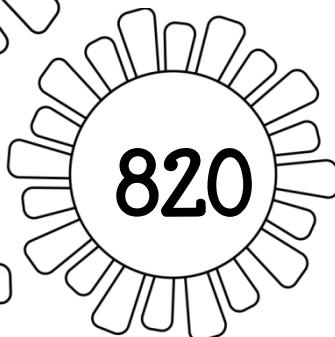
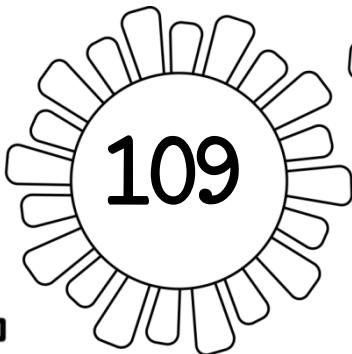
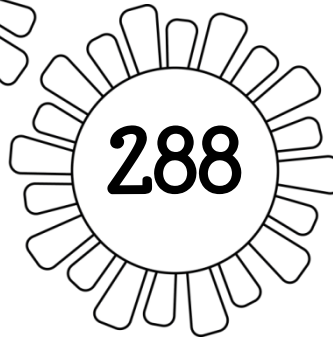
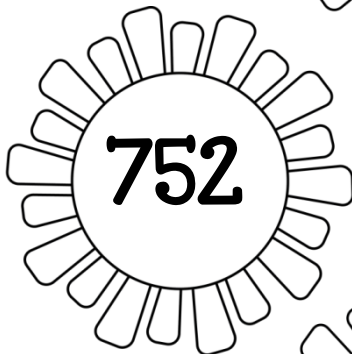
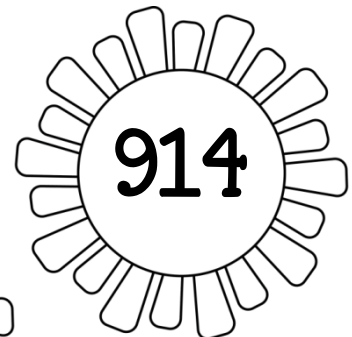
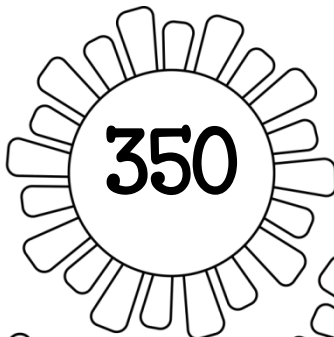
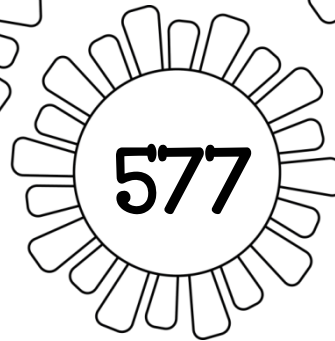
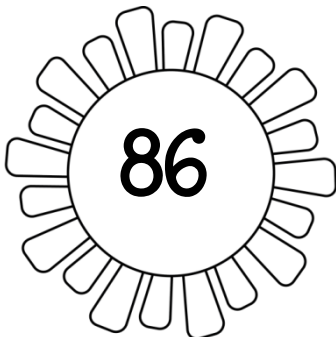
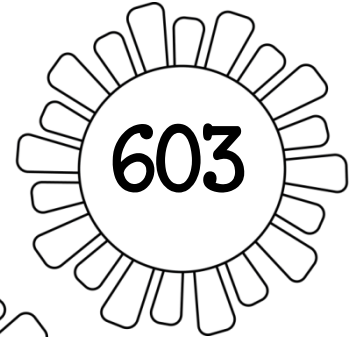
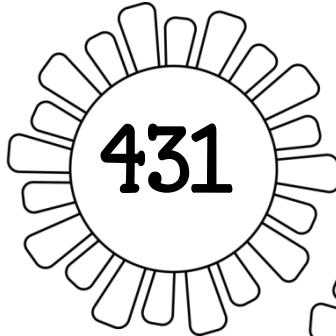


Name: _____



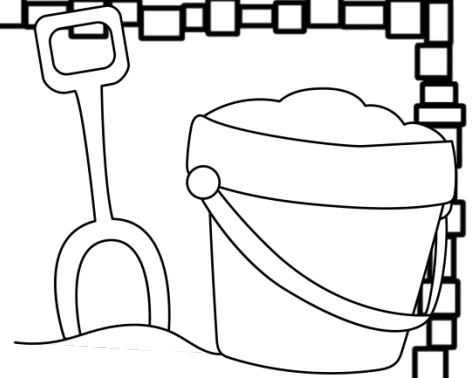
Rounding Practice

Directions: Round to the nearest 100. If you round up color the sun orange. If you round down color the sun yellow.



Name: _____

Addition & Subtraction within 1000



$$\begin{array}{r} 254 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 424 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -187 \\ \hline \end{array}$$

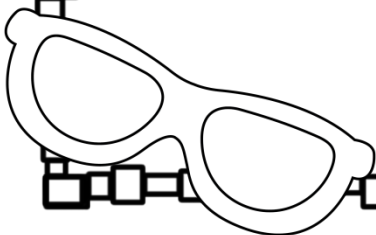
$$\begin{array}{r} 104 \\ +758 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -876 \\ \hline \end{array}$$

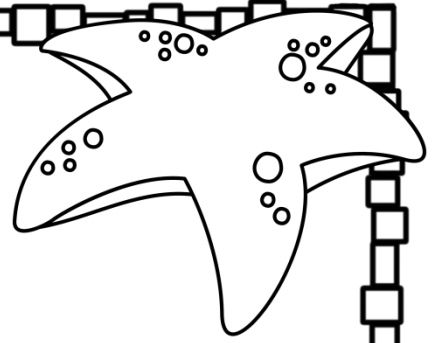
$$\begin{array}{r} 565 \\ +275 \\ \hline \end{array}$$

$$\begin{array}{r} 808 \\ -692 \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ +486 \\ \hline \end{array}$$



Name: _____



4-Digit Subtraction

$$\begin{array}{r} 6,714 \\ -3,326 \\ \hline \end{array}$$

$$\begin{array}{r} 4,241 \\ -1,489 \\ \hline \end{array}$$

$$\begin{array}{r} 8,264 \\ -5,008 \\ \hline \end{array}$$

$$\begin{array}{r} 5,328 \\ -2,733 \\ \hline \end{array}$$

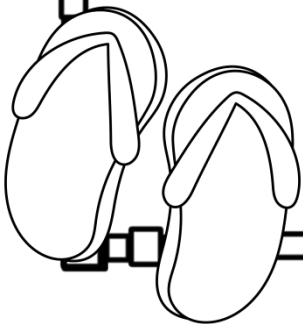
$$\begin{array}{r} 9,355 \\ -4,829 \\ \hline \end{array}$$

$$\begin{array}{r} 7,902 \\ -6,375 \\ \hline \end{array}$$

$$\begin{array}{r} 8,416 \\ -8,057 \\ \hline \end{array}$$

$$\begin{array}{r} 3,881 \\ -1,882 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ -1,631 \\ \hline \end{array}$$

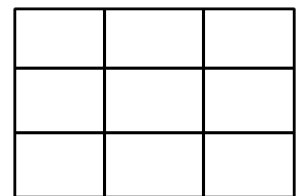
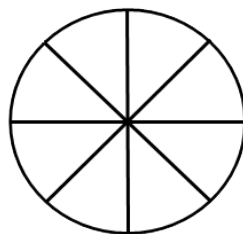
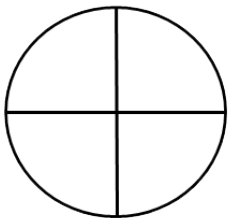
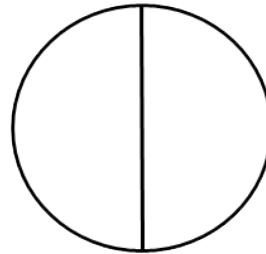
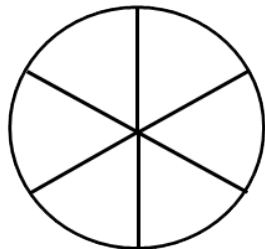
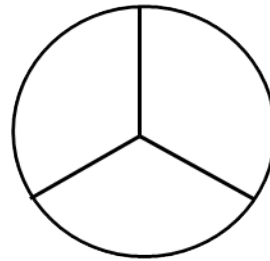
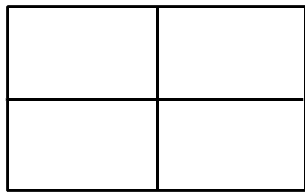


BEACH

Name: _____

Dividing Shapes into Equal Parts

Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)



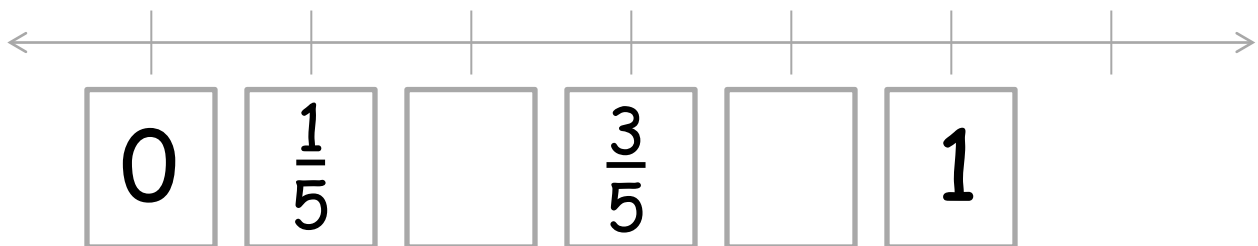
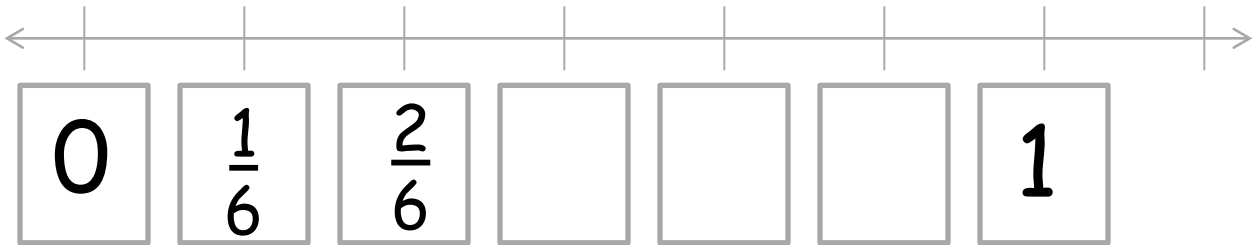


BEACH

Name: _____

Fractions on a Number Line

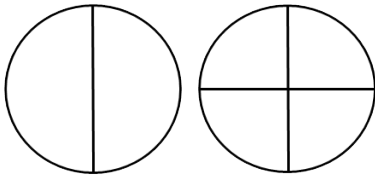
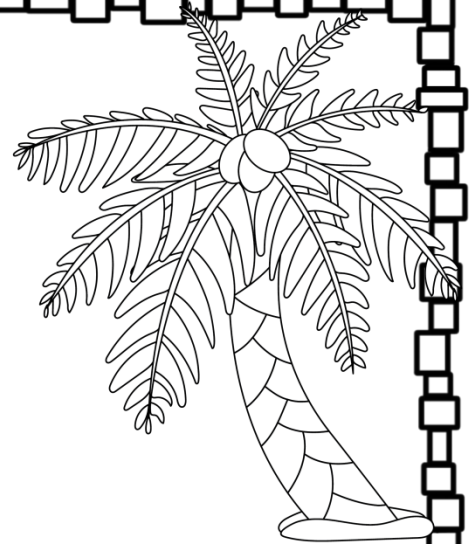
Directions: Write the missing fractions on the number line.



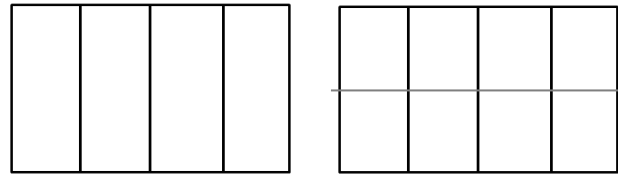
Name: _____

Equivalent Fractions

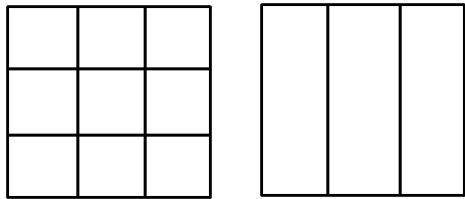
Directions: Color the shapes to show the equivalent fractions.



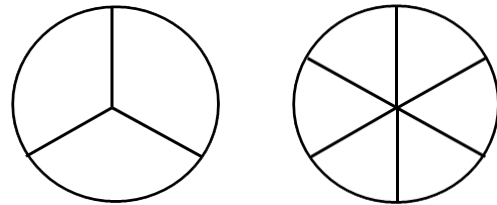
$$\frac{1}{2} = \frac{2}{4}$$



$$\frac{3}{4} = \frac{6}{8}$$



$$\frac{6}{9} = \frac{2}{3}$$



$$\frac{1}{3} = \frac{2}{6}$$

Divide the shapes to show that $\frac{1}{4} = \frac{2}{8}$

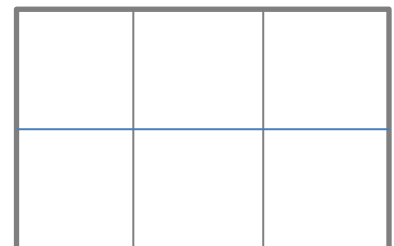
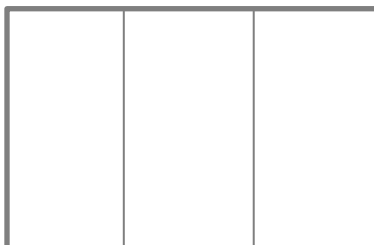
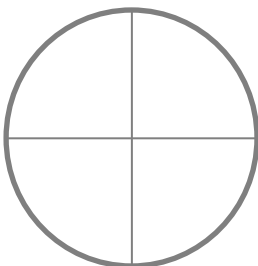
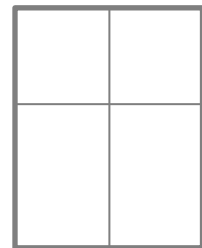
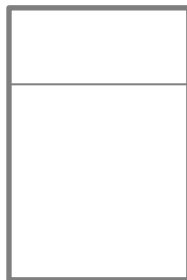
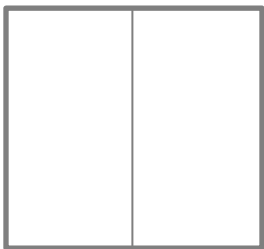
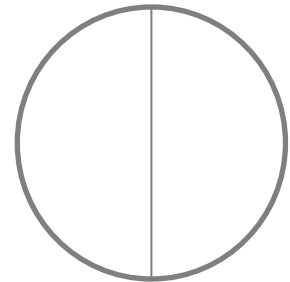
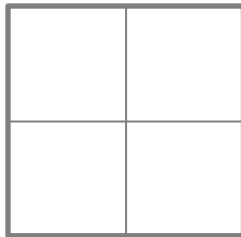
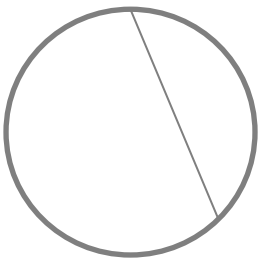


Name: _____



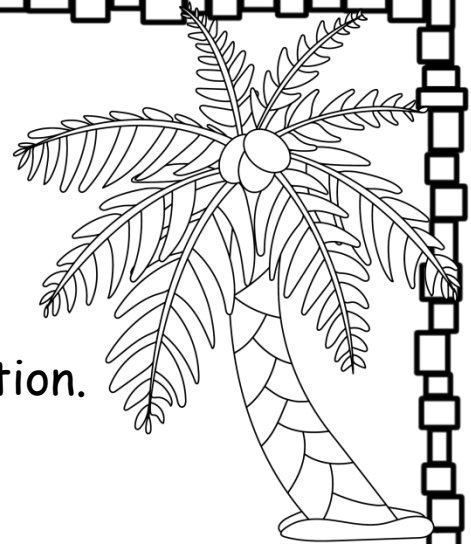
Understanding Equal Parts

Directions: Color the shapes that are divided into equal parts. If a shape has equal parts, name how the equal parts are divided on the line underneath (halves, thirds, etc.)



Name: _____

Writing Whole Numbers as Fractions



*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to?

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

4 _____

5 _____

2 _____

1 _____

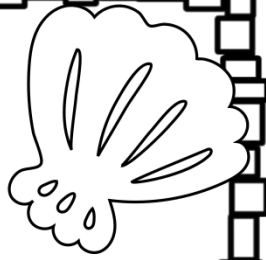
6 _____

8 _____

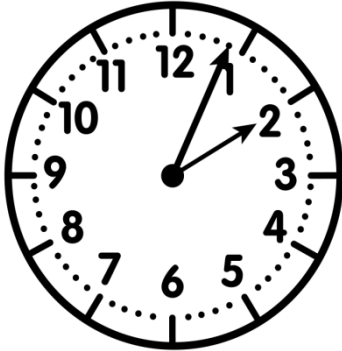
3 _____

7 _____

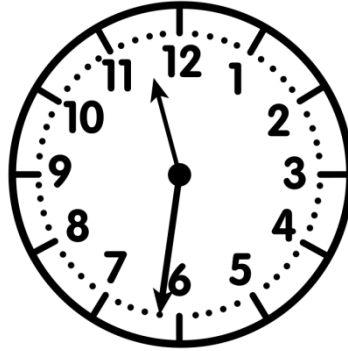
Name: _____



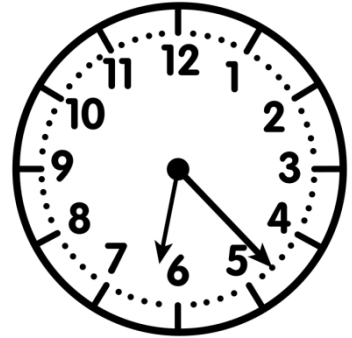
Telling Time to the Minute



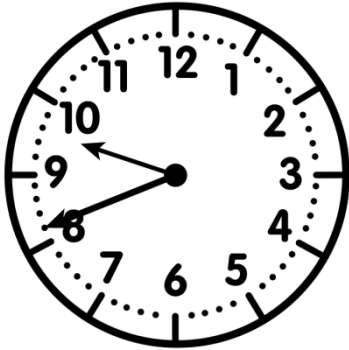
_____ : _____



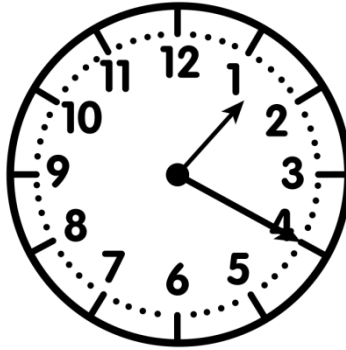
_____ : _____



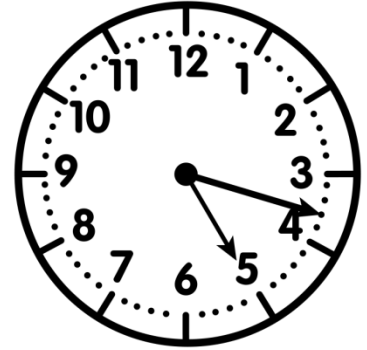
_____ : _____



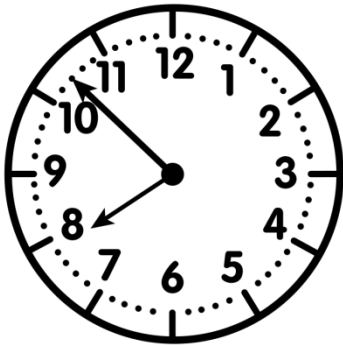
_____ : _____



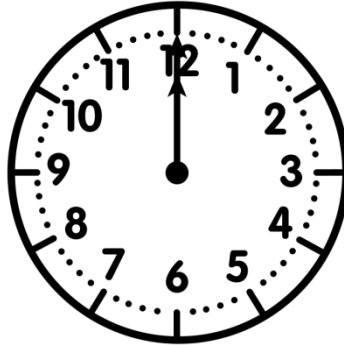
_____ : _____



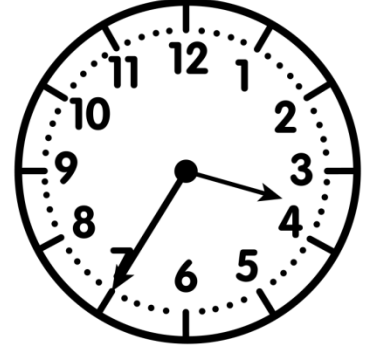
_____ : _____



_____ : _____

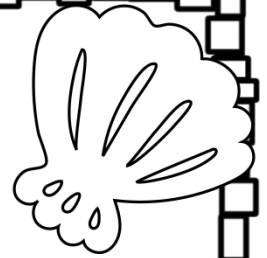


_____ : _____



_____ : _____

Name: _____



Elapsed Time

Directions: Find the elapsed time.

Start Time: 2:00 PM

End Time: 5:00 PM

The time that has passed is:

Start Time: 1:15 PM

End Time: 4:00 PM

The time that has passed is:

Start Time: 4:25 PM

End Time: 5:00 PM

The time that has passed is:

Start Time: 8:35 AM

End Time: 12:35 PM

The time that has passed is:

Start Time: 9:30 AM

End Time: 4:15 PM

The time that has passed is:

Start Time: 6:20 PM

End Time: 12:20 AM

The time that has passed is:

Start Time: 3:45 PM

End Time: 5:15 PM

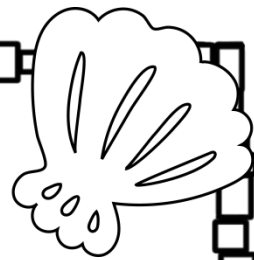
The time that has passed is:

Start Time: 5:40 AM

End Time: 6:40 PM

The time that has passed is:

Name: _____



Telling Time Word Problems

Directions: Read and solve each word problem.

Kylah worked on her math homework for 15 minutes. She read her book for 20 minutes. How long did she work on homework?

Janice ran for 30 minutes each morning for one week. How many minutes total did she run?

Ray worked at the food pantry for 3 hours and 15 minutes on Saturday and 2 hours and 40 minutes on Sunday. How much time did he volunteer on the weekend?

Caleb started his chores at 8:00 a.m. on Friday morning. He finished 6 hours and 30 minutes later. What time did Caleb finish his chores?

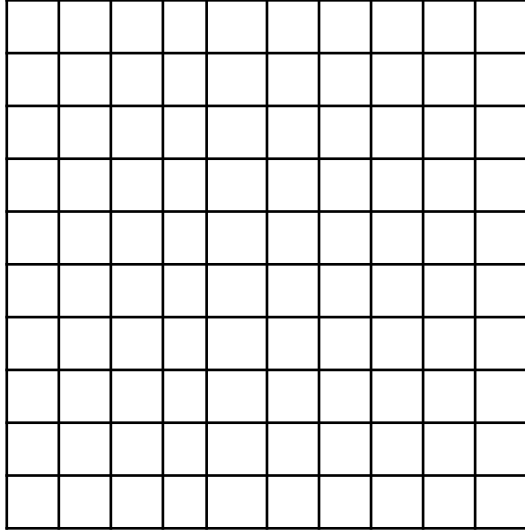
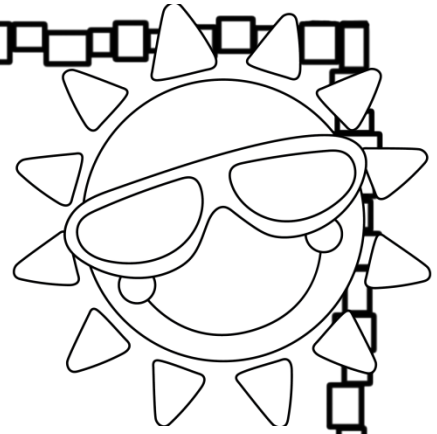
Rodney ran in a marathon. It took him 3 hours and 46 minutes to finish the entire race, which started at 10:00 a.m. What time did he finish the race?

Heather was baking pies for a school fund raiser. She put her cherry pie in the oven at 2:55 p.m. It took one hour and five minutes to bake. What time was the pie done?

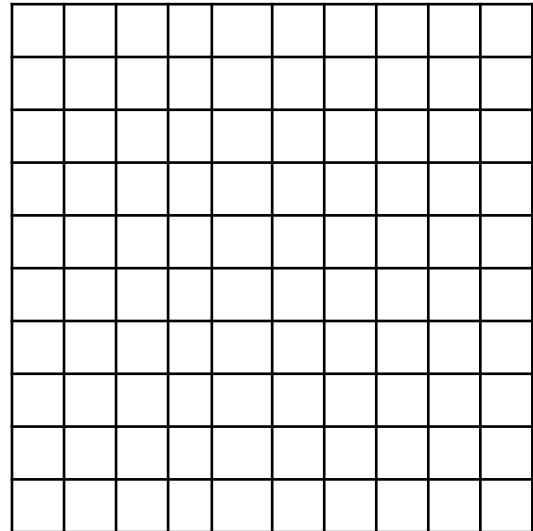
Name: _____

Understanding Perimeter

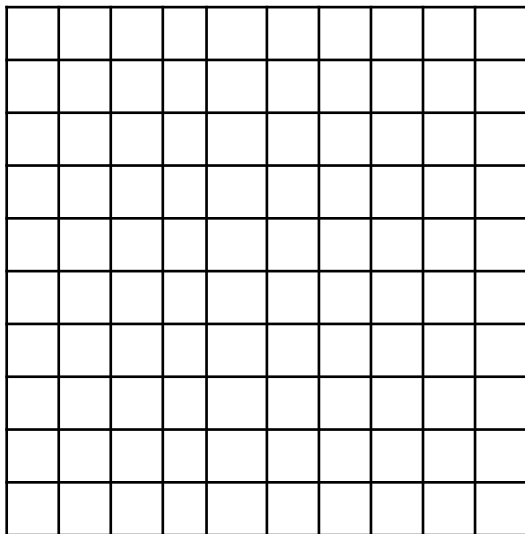
Directions: Draw a shape on the grid paper with the given perimeter.



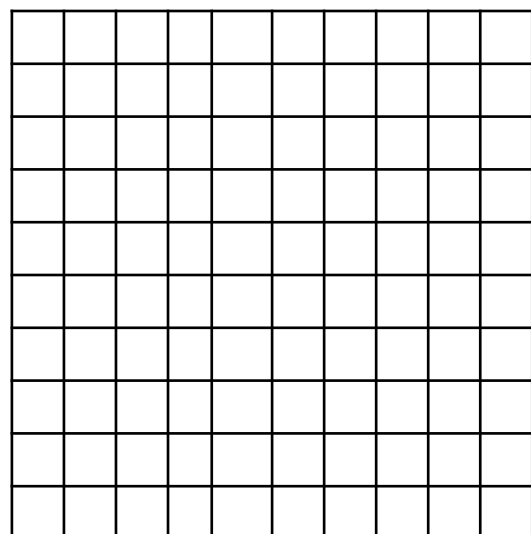
$p = 8$ in



$p = 12$ in

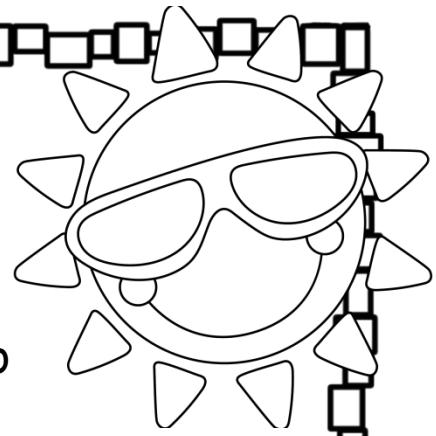


$p = 14$ in



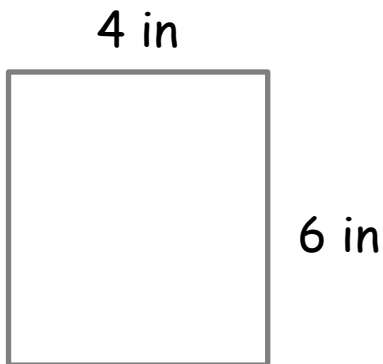
$p = 20$ in

Name: _____

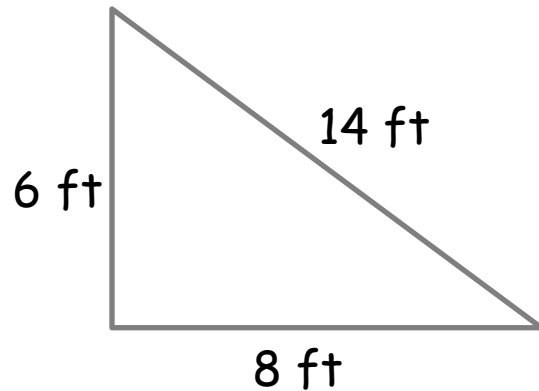


Finding the perimeter.

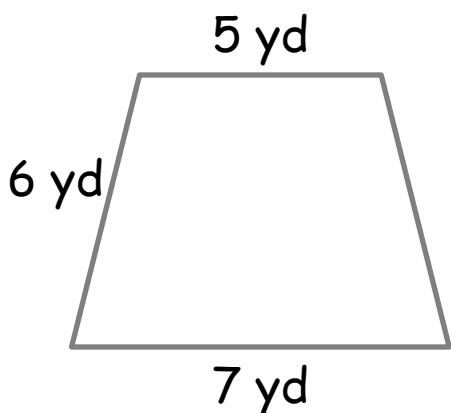
Directions: Add the length of the sides to find the perimeter of each shape.



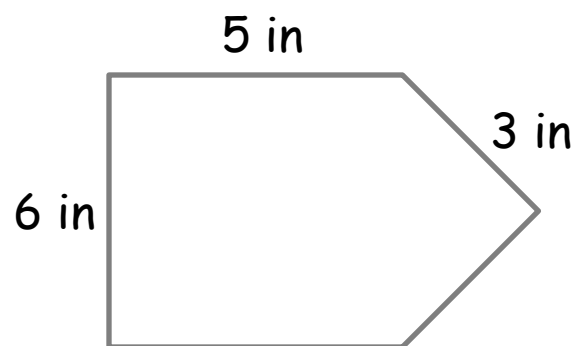
The perimeter is:



The perimeter is:



The perimeter is:

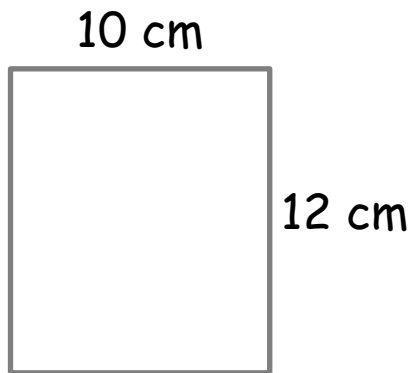
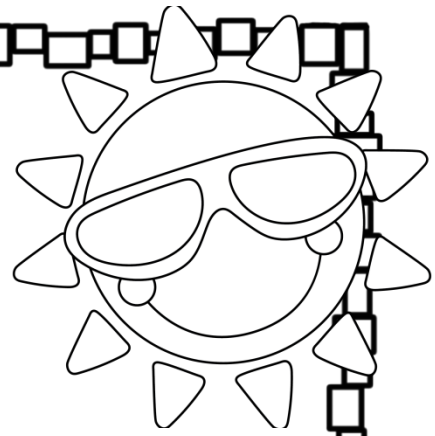


The perimeter is:

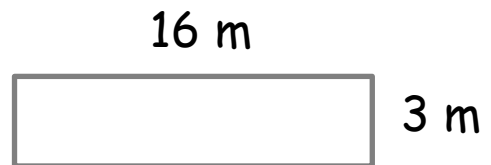
Name: _____

Finding the Area

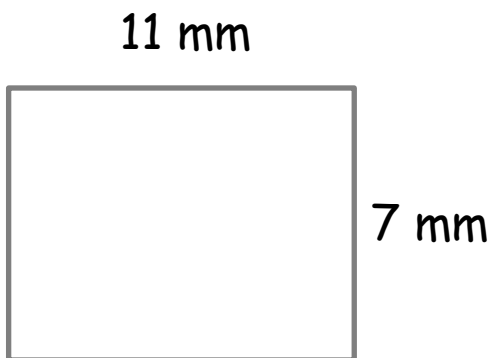
Directions: Multiply the length by width to find the area.



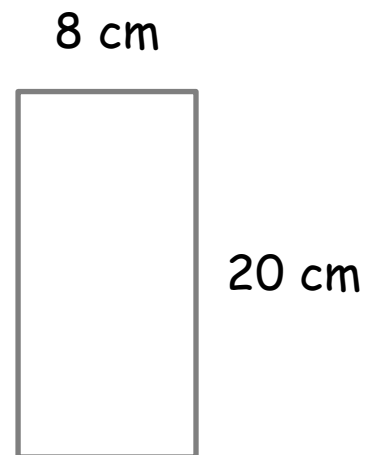
The area is:



The area is:

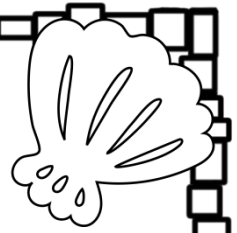


The area is:



The area is:

Name: _____



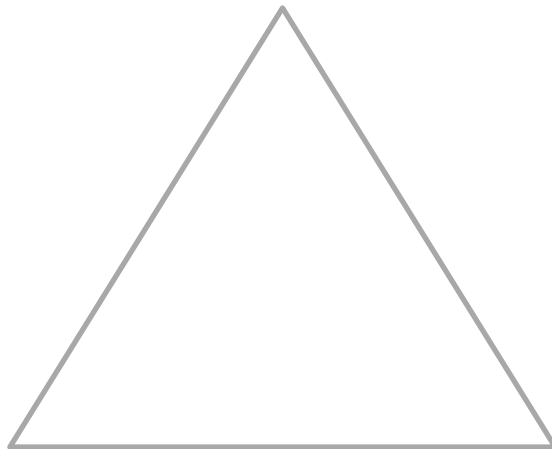
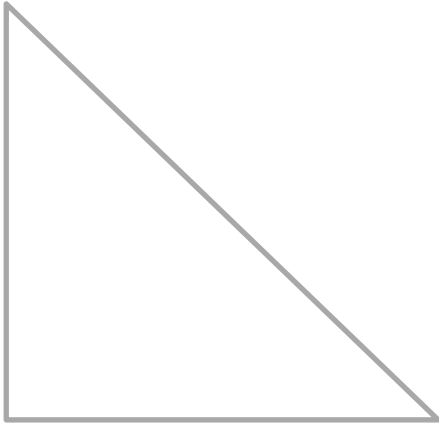
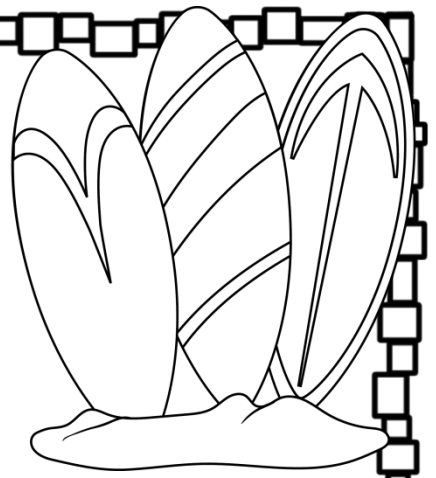
Drawing Angles

<p>Draw a right angle. A right angle forms a square corner.</p>	
<p>Draw an acute angle. An acute angle is open less than a right angle.</p>	
<p>Draw an obtuse angle. An obtuse angle is open more than a right angle.</p>	

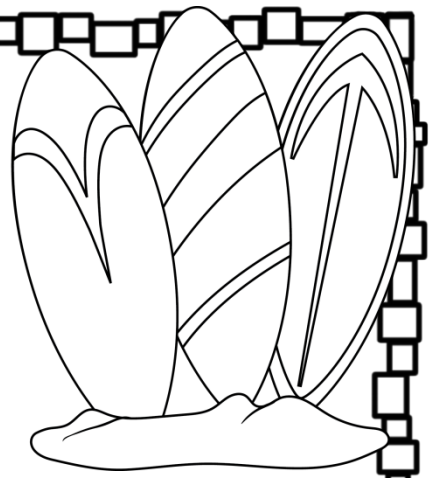
Name: _____

Label the Triangles

Directions: Label each triangle:
equilateral, isosceles or scalene.

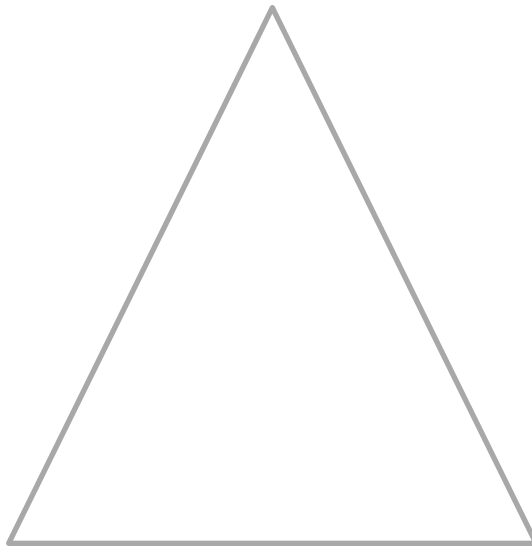
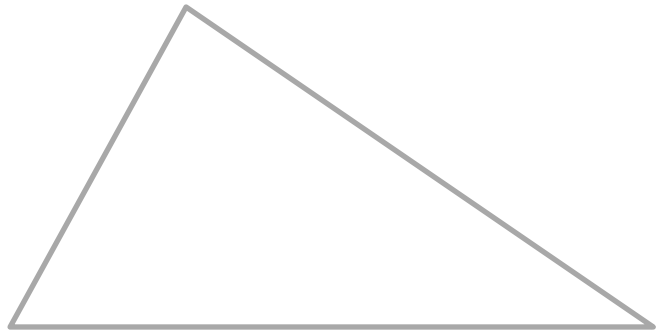
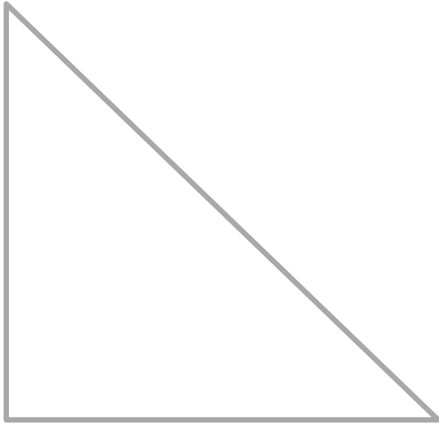


Name: _____



Label the Triangles

Directions: Label each triangle:
right, acute or obtuse.



Name: _____

Drawing Quadrilaterals

Practice drawing shapes. Show a rhombus, a rectangle and a square below.

ANSWER KEY

Ordering Numbers

Directions: Write the numbers in order from least to greatest.

5,291 7,295 4,628 5,052

6,628; 5,052; 5,291; 7,295

3,899 6,003 3,998 8,447

3,899; 3,998; 6,003; 8,447

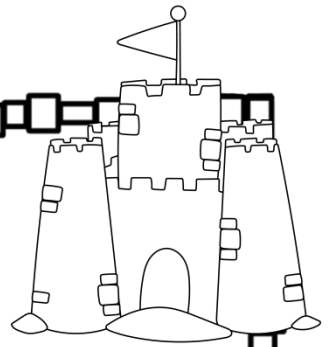
2,070 1,663 5,611 9,415

1,663; 2,070; 5,611; 9,415

4,050 4,005 5,405 5,040

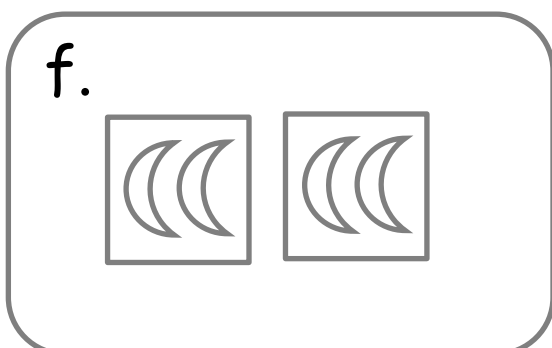
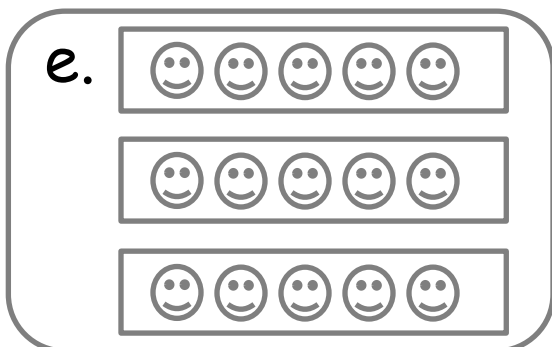
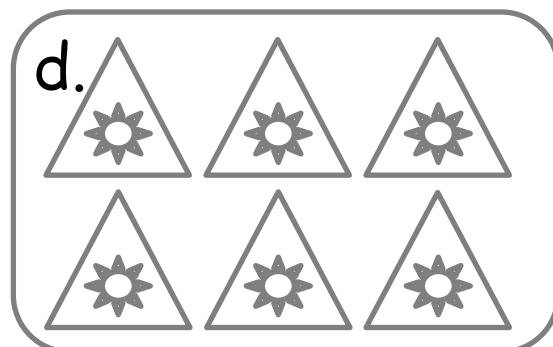
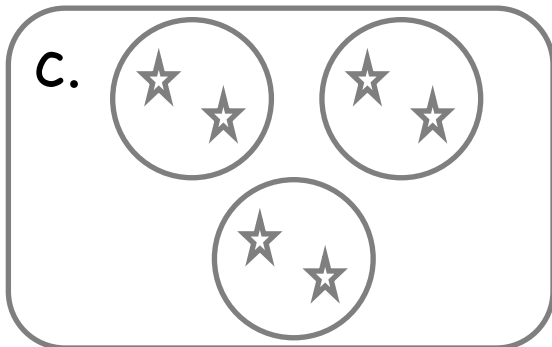
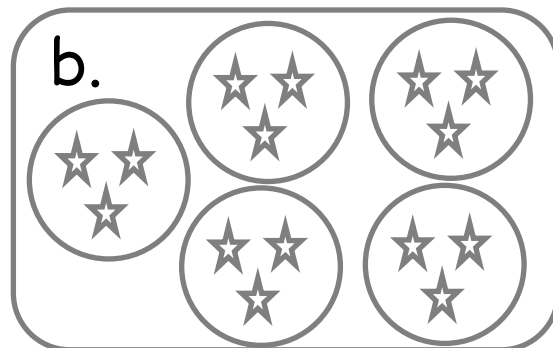
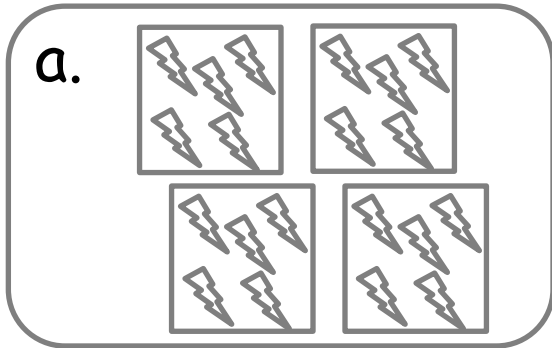
4,005; 4,050; 5,040; 5,405

ANSWER KEY



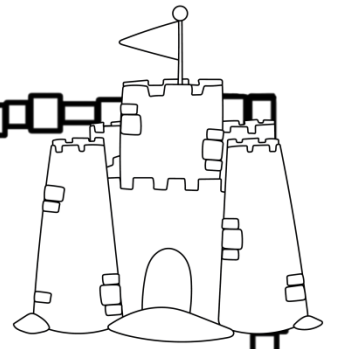
Multiplication Using Pictures

Directions: Match the picture with the correct problem.



1. c 3×2
2. d 6×1
3. a 4×5
4. b 5×3
5. f 2×2
6. e 3×5

ANSWER KEY



Multiplication

Directions: Draw pictures to represent the multiplication number sentences at the bottom.

a.

Children should draw 8 groups with 3 in each.

b.

Children should draw 6 groups with 3 in each.

c.

Children should draw 2 groups with 4 in each.

d.

Children should draw 5 groups with 5 in each.

e.

Children should draw 4 groups with 6 in each.

f.

Children should draw 3 groups with 7 in each.

a. $8 \times 3 = \underline{\quad 24 \quad}$

b. $6 \times 3 = \underline{\quad 18 \quad}$

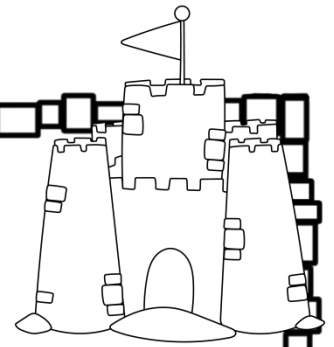
c. $2 \times 4 = \underline{\quad 8 \quad}$

d. $5 \times 5 = \underline{\quad 10 \quad}$

e. $4 \times 6 = \underline{\quad 24 \quad}$

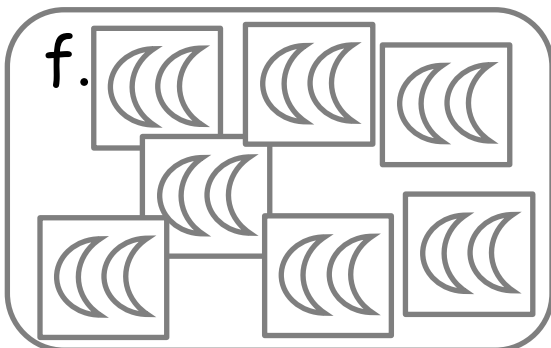
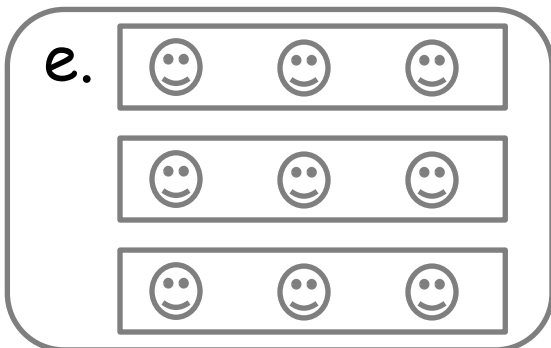
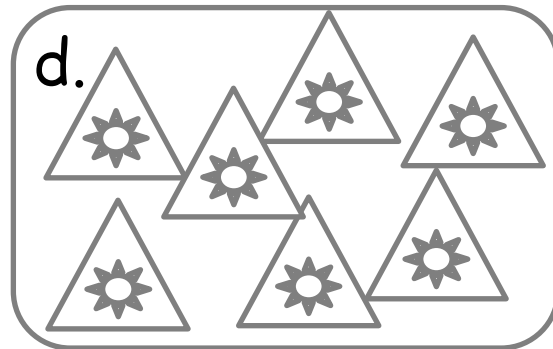
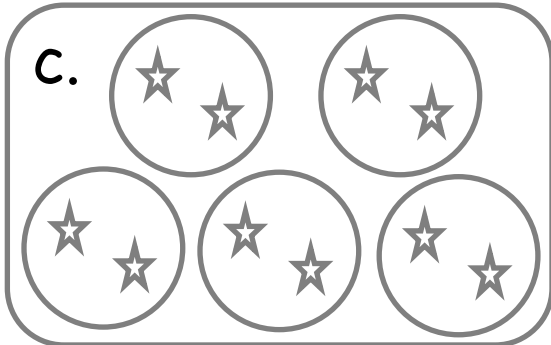
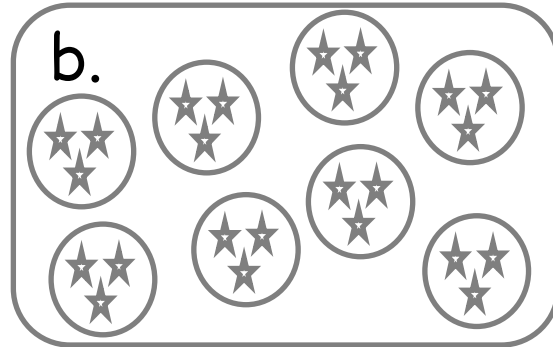
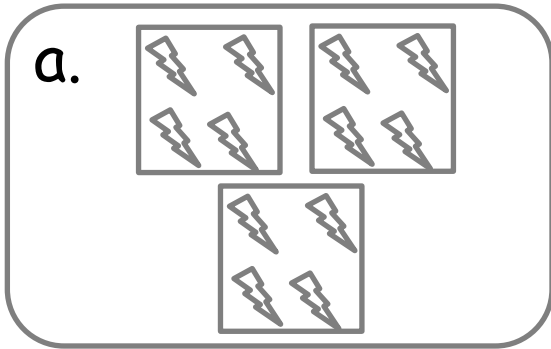
f. $3 \times 7 = \underline{\quad 21 \quad}$

ANSWER KEY



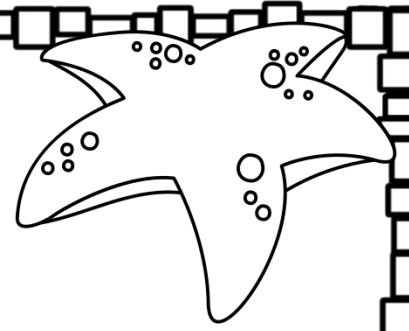
Division Using Pictures

Directions: Match the picture with the correct problem.



1. e $9 \div 3$
2. d $14 \div 7$
3. a $12 \div 3$
4. d $7 \div 1$
5. b $24 \div 8$
6. c $10 \div 5$

ANSWER KEY



Missing Factors

$$3 \times \underline{27} = 9$$

$$9 \times \underline{4} = 36$$

$$\underline{4} \times 5 = 20$$

$$5 \times \underline{2} = 10$$

$$\underline{4} \times 2 = 8$$

$$10 \times \underline{10} = 100$$

$$7 \times \underline{6} = 42$$

$$\underline{8} \times 8 = 64$$

$$\underline{9} \times 4 = 36$$

$$4 \times \underline{7} = 28$$

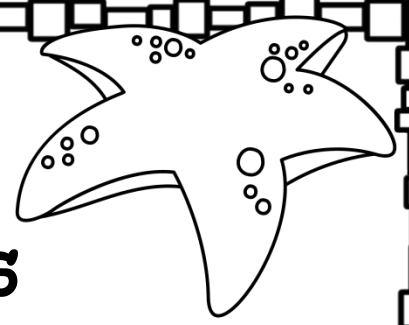
$$6 \times \underline{8} = 48$$

$$\underline{8} \times 1 = 8$$

$$\underline{8} \times 7 = 56$$

$$\underline{8} \times 3 = 24$$

ANSWER KEY



Write the Missing Factors

$6 \times \underline{9} = 54$

$3 \times \underline{11} = 33$

$\underline{8} \times 2 = 16$

$8 \times \underline{4} = 32$

$\underline{10} \times 4 = 40$

$12 \times \underline{11} = 132$

$9 \times \underline{9} = 81$

$\underline{9} \times 1 = 9$

$\underline{3} \times 7 = 21$

$11 \times \underline{10} = 110$

$5 \times \underline{7} = 35$

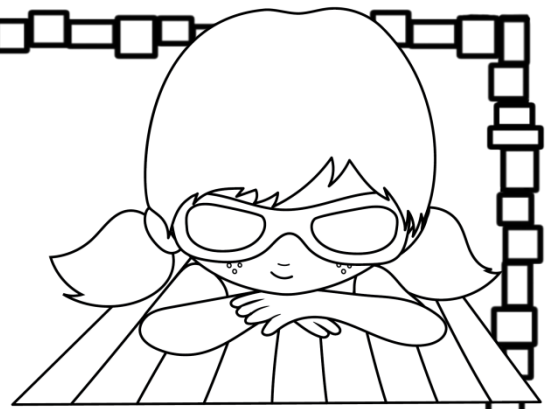
$\underline{8} \times 10 = 80$

$\underline{2} \times 9 = 18$

$\underline{11} \times 8 = 88$

ANSWER KEY

Complete the number sentences.



$5 \times \boxed{3} = 15$

$15 \div 5 = \boxed{3}$

$3 \times \boxed{8} = 24$

$24 \div 3 = \boxed{8}$

$9 \times \boxed{5} = 45$

$45 \div 9 = \boxed{5}$

$7 \times \boxed{7} = 49$

$49 \div 7 = \boxed{7}$

$4 \times \boxed{9} = 36$

$36 \div 4 = \boxed{9}$

$8 \times \boxed{8} = 64$

$64 \div 8 = \boxed{8}$

$2 \times \boxed{10} = 20$

$20 \div 2 = \boxed{10}$

$6 \times \boxed{9} = 54$

$54 \div 6 = \boxed{9}$

$11 \times \boxed{9} = 99$

$99 \div 11 = \boxed{9}$

$10 \times \boxed{7} = 70$

$70 \div 10 = \boxed{7}$

$12 \times \boxed{6} = 72$

$72 \div 12 = \boxed{6}$

ANSWER KEY

Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

$$4 \times 6 = 24 \text{ water bottles}$$

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

$$24 \times 8 = 192 \text{ water bottles}$$

ANSWER KEY

Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

$$6 \times 7 = 42 \text{ slices}$$

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

$$6 \times 8 = 48 \text{ apple slices}$$

$$42 + 48 = 90 \text{ apple slices altogether}$$

ANSWER KEY

Multiplication Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

$5 \times 8 = 40$

$1 \times 10 = 10$

$7 \times 2 = 14$

$3 \times 9 = 27$

$9 \times 2 = 18$

$5 \times 1 = 5$

$2 \times 7 = 14$

$10 \times 6 = 60$

$3 \times 4 = 12$

$8 \times 3 = 24$

$6 \times 3 = 18$

$8 \times 7 = 56$

$4 \times 4 = 16$

$2 \times 8 = 16$

$10 \times 6 = 60$

$6 \times 5 = 30$

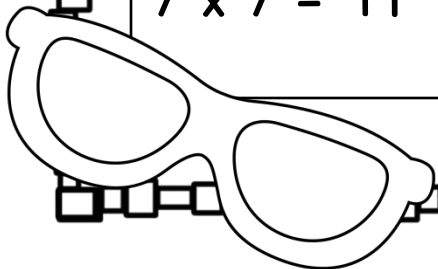
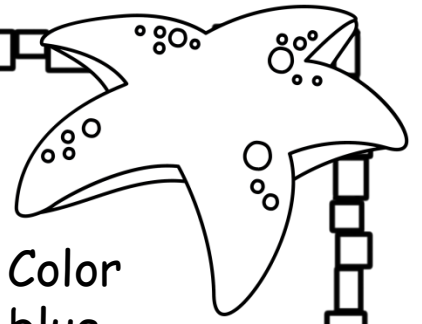
$4 \times 9 = 36$

$6 \times 8 = 48$

$7 \times 7 = 49$

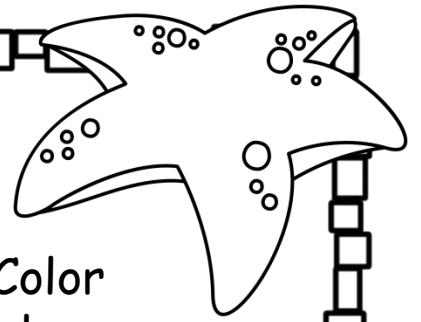
$1 \times 5 = 5$

$8 \times 9 = 72$



ANSWER KEY

Division Facts



Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

$40 \div 8 = 5$

$18 \div 2 = 9$

$32 \div 4 = 8$

$36 \div 6 = 6$

$10 \div 5 = 5$

$20 \div 2 = 10$

$15 \div 3 = 5$

$70 \div 10 = 7$

$81 \div 9 = 9$

$9 \div 1 = 9$

$27 \div 3 = 9$

$48 \div 6 = 8$

$45 \div 9 = 5$

$32 \div 8 = 4$

$72 \div 8 = 9$

$24 \div 4 = 6$

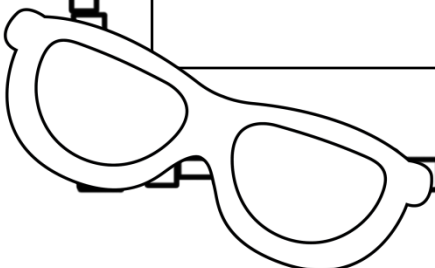
$28 \div 7 = 4$

$60 \div 10 = 6$

$49 \div 7 = 7$

$45 \div 5 = 9$

$63 \div 7 = 9$





ANSWER KEY

2 Step Word Problems

Amar bought a new hat for \$19 and a game for \$16. How much did the items cost? Amar had two \$20 bills. How much change did he receive?

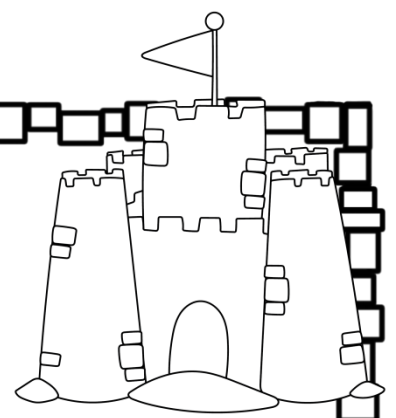
\$35 total
\$15 change

My mom bought 5 pizzas. They cost \$9 each. She had \$50. How much change did she receive?

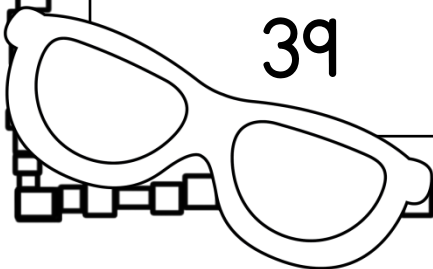
\$45 total
\$5 change

ANSWER KEY

Multiply by 10 and 100

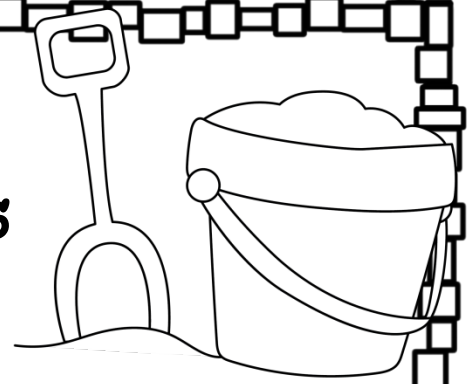


The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46	460	4,600
23	230	2,300
47	470	4,700
83	830	8,300
71	710	7,100
97	970	9,700
39	390	3,900



ANSWER KEY

Multiply One Digit Numbers
by Multiples of 10



$$5 \times 70 = \underline{\quad} 350$$

$$80 \times 2 = \underline{\quad} 160$$

$$30 \times 6 = \underline{\quad} 160$$

$$9 \times 70 = \underline{\quad} 630$$

$$10 \times 8 = \underline{\quad} 80$$

$$8 \times 90 = \underline{\quad} 720$$

$$5 \times 90 = \underline{\quad} 450$$

$$6 \times 60 = \underline{\quad} 360$$

$$7 \times 70 = \underline{\quad} 490$$

$$4 \times 20 = \underline{\quad} 80$$

$$3 \times 90 = \underline{\quad} 270$$

$$50 \times 8 = \underline{\quad} 400$$

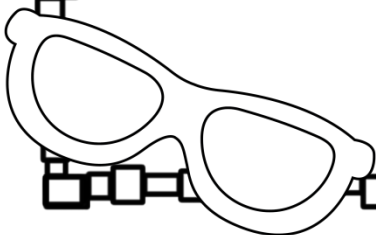
$$40 \times 8 = \underline{\quad} 320$$

$$3 \times 40 = \underline{\quad} 120$$

$$6 \times 20 = \underline{\quad} 120$$

$$20 \times 5 = \underline{\quad} 100$$

$$90 \times 5 = \underline{\quad} 450$$



ANSWER KEY

Patterns in Addition & Multiplication

Directions: Determine the pattern. Fill in the missing rule, input or output.

Rule: add 30

input	output
47	77
73	103
25	55
12	42
34	64

Rule: multiply by 5

input	output
12	60
6	30
8	40
2	10
7	35

Rule: add 50

input	output
23	73
15	65
36	86
41	91
7	57

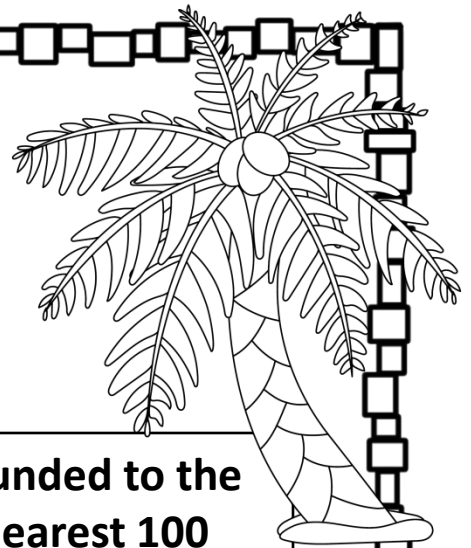
Rule: multiply by 11

input	output
7	77
2	22
4	44
8	88
10	110

ANSWER KEY

Rounding Numbers

Directions: Round each number to the nearest 10 and then the nearest 100.

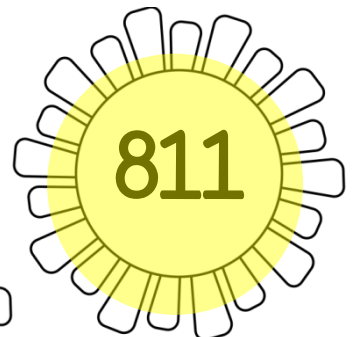
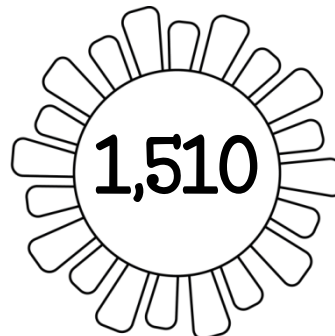
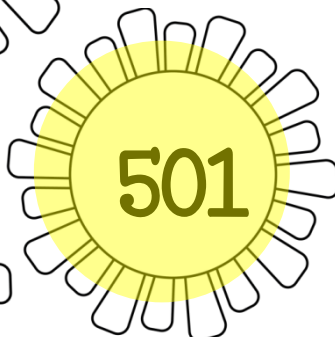
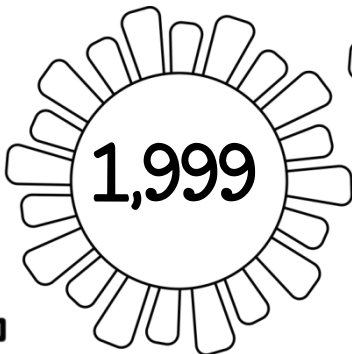
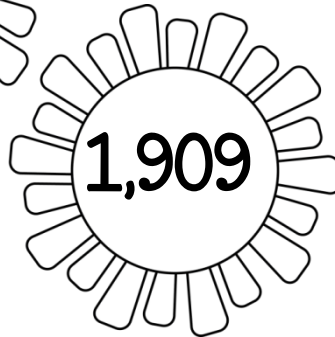
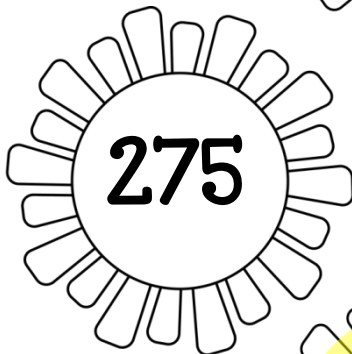
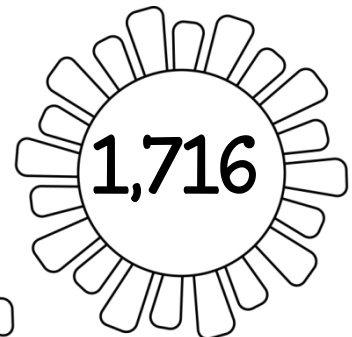
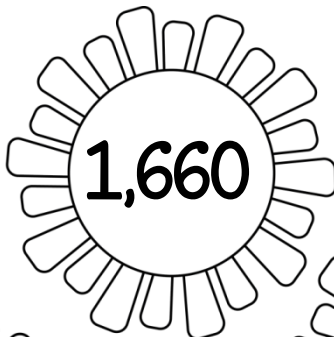
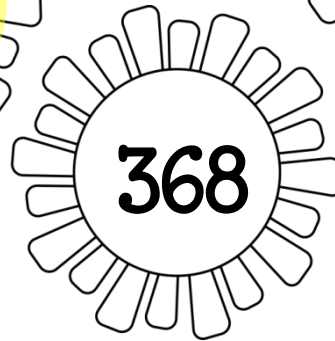
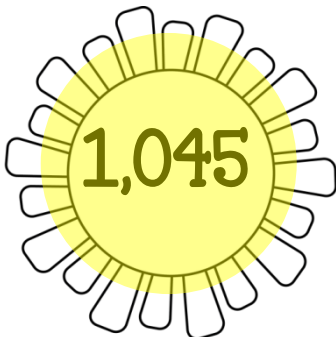
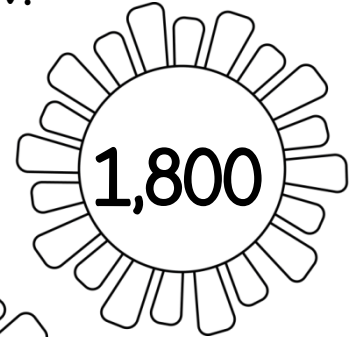
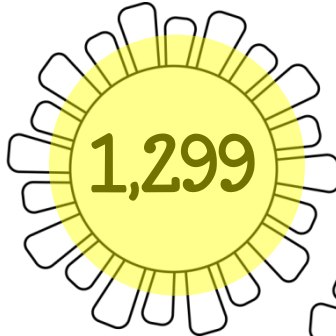


	rounded to the nearest 10	rounded to the nearest 100
317	320	300
723	720	700
655	660	700
208	210	200
939	940	900
146	150	100
572	570	600
864	860	900
481	480	500

ANSWER KEY

Rounding Practice

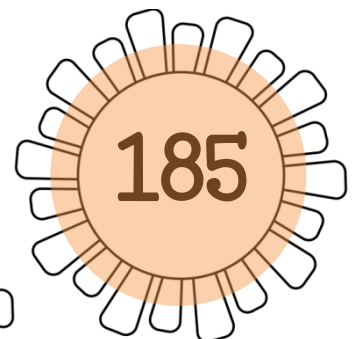
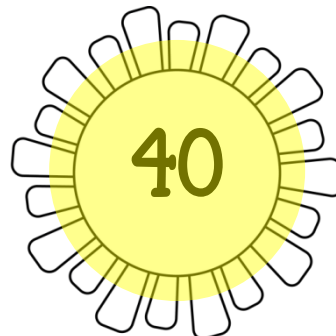
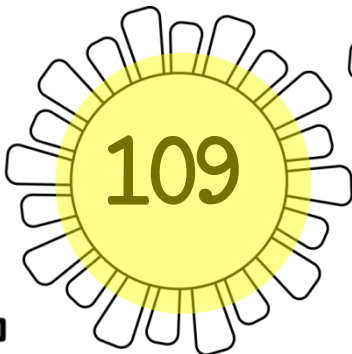
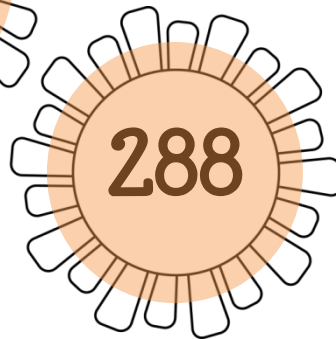
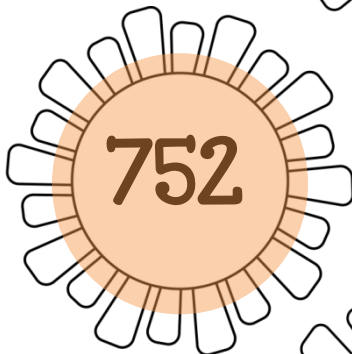
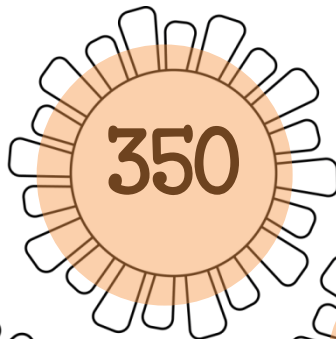
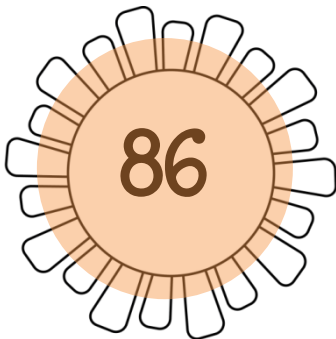
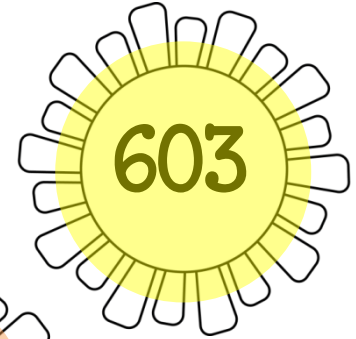
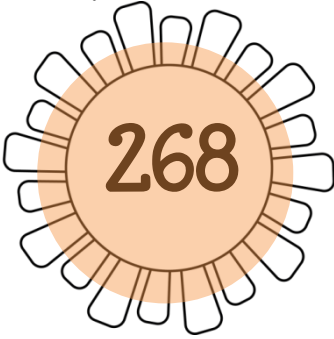
Directions: Round to the nearest 100. Color the suns that will round to 1,000 yellow.



ANSWER KEY

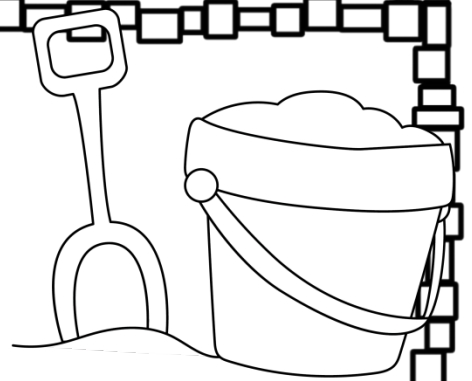
Rounding Practice

Directions: Round to the nearest 100. If you round up color the sun orange. If you round down color the sun yellow.



ANSWER KEY

Addition & Subtraction
within 1000



$$\begin{array}{r} 254 \\ +326 \\ \hline 580 \end{array}$$

$$\begin{array}{r} 683 \\ -495 \\ \hline 188 \end{array}$$

$$\begin{array}{r} 424 \\ +509 \\ \hline 933 \end{array}$$

$$\begin{array}{r} 700 \\ -187 \\ \hline 513 \end{array}$$

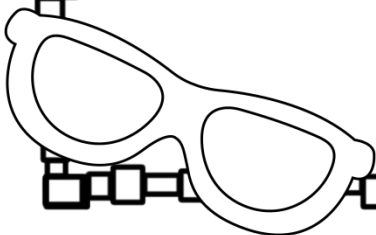
$$\begin{array}{r} 104 \\ +758 \\ \hline 862 \end{array}$$

$$\begin{array}{r} 930 \\ -876 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 565 \\ +275 \\ \hline 840 \end{array}$$

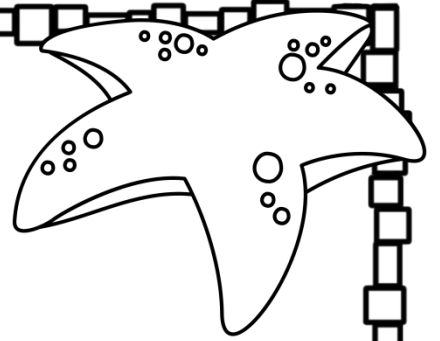
$$\begin{array}{r} 808 \\ -692 \\ \hline 116 \end{array}$$

$$\begin{array}{r} 337 \\ +486 \\ \hline 823 \end{array}$$



ANSWER KEY

4-Digit Subtraction



$$\begin{array}{r} 6,714 \\ -3,326 \\ \hline 3,388 \end{array}$$

$$\begin{array}{r} 4,241 \\ -1,489 \\ \hline 2,752 \end{array}$$

$$\begin{array}{r} 8,264 \\ -5,008 \\ \hline 3,256 \end{array}$$

$$\begin{array}{r} 5,328 \\ -2,733 \\ \hline 2,733 \end{array}$$

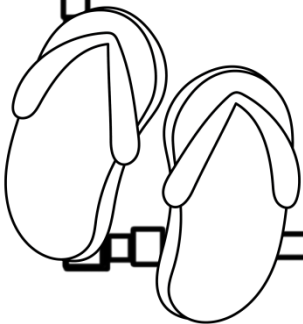
$$\begin{array}{r} 9,355 \\ -4,829 \\ \hline 4,526 \end{array}$$

$$\begin{array}{r} 7,902 \\ -6,375 \\ \hline 1,527 \end{array}$$

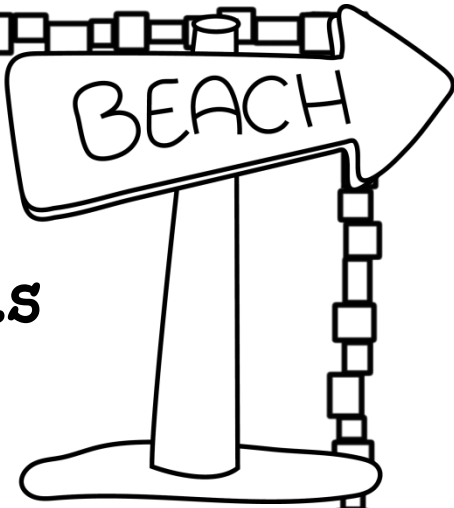
$$\begin{array}{r} 8,416 \\ -8,057 \\ \hline 359 \end{array}$$

$$\begin{array}{r} 3,881 \\ -1,882 \\ \hline 1,999 \end{array}$$

$$\begin{array}{r} 2,000 \\ -1,631 \\ \hline 369 \end{array}$$



ANSWER KEY



Dividing Shapes into Equal Parts

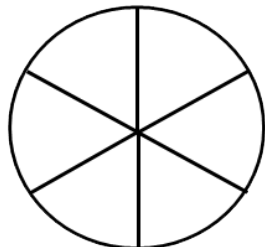
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)



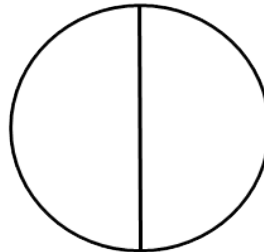
fourths



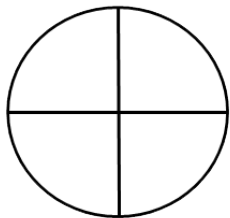
thirds



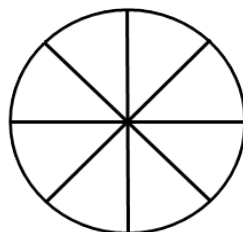
sixths



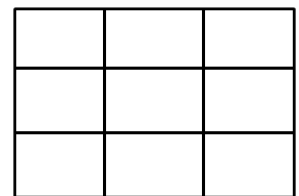
halves



fourths



eighths

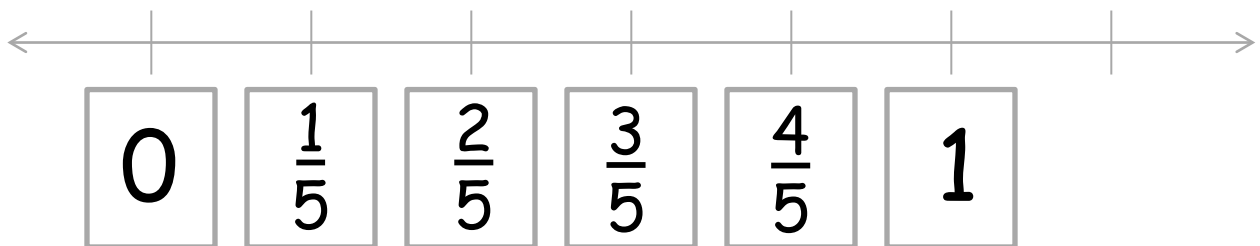
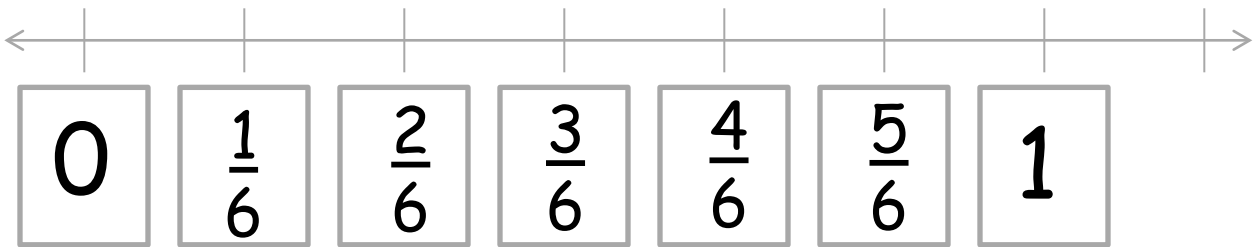
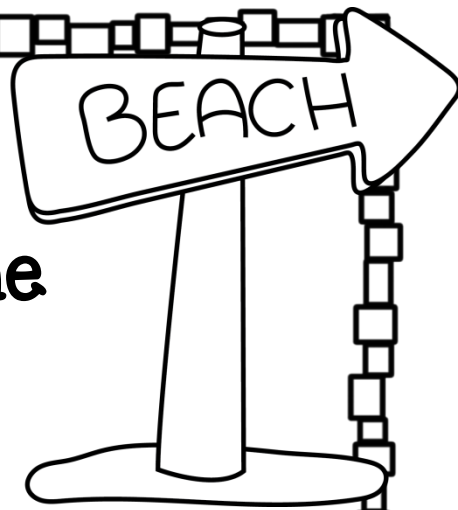


ninths

ANSWER KEY

Fractions on a Number Line

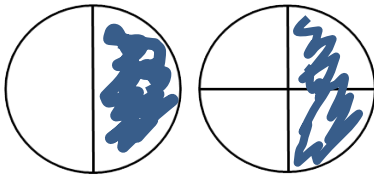
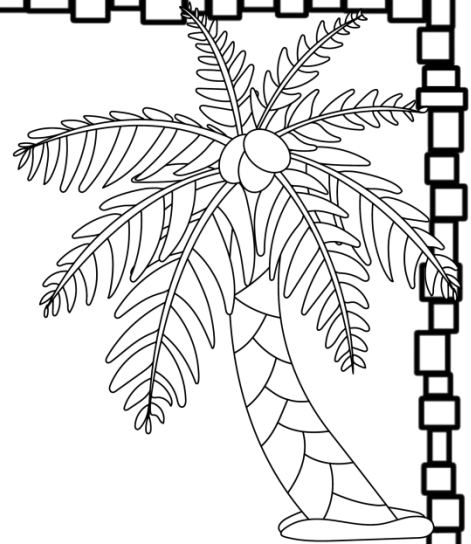
Directions: Write the missing fractions on the number line.



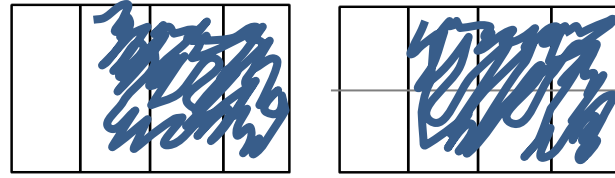
ANSWER KEY

Equivalent Fractions

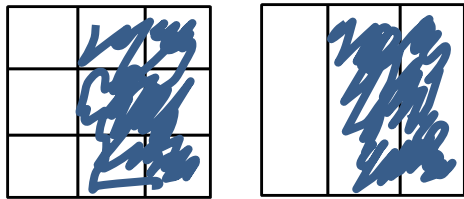
Directions: Color the shapes to show the equivalent fractions.



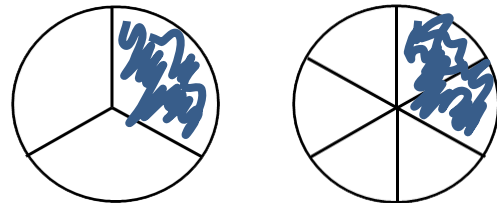
$$\frac{1}{2} = \frac{2}{4}$$



$$\frac{3}{4} = \frac{6}{8}$$

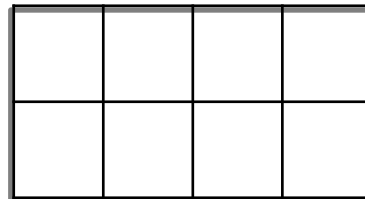
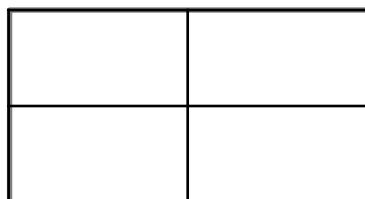


$$\frac{6}{9} = \frac{2}{3}$$



$$\frac{1}{3} = \frac{2}{6}$$

Divide the shapes to show that $\frac{1}{4} = \frac{2}{8}$

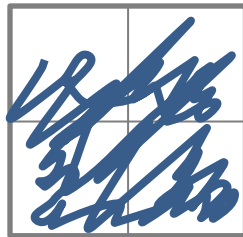
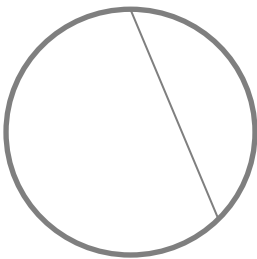


ANSWER KEY

Understanding Equal Parts



Directions: Color the shapes that are divided into equal parts. If a shape has equal parts, name how the equal parts are divided on the line underneath (halves, thirds, etc.)



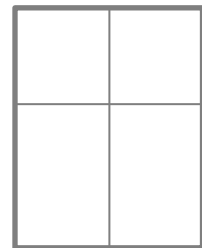
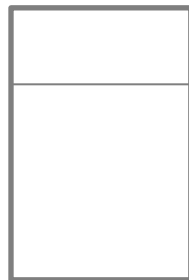
fourths



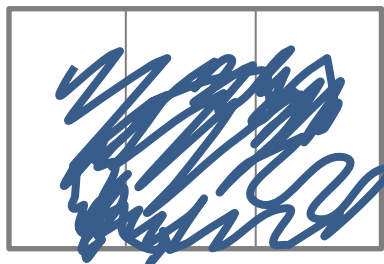
halves



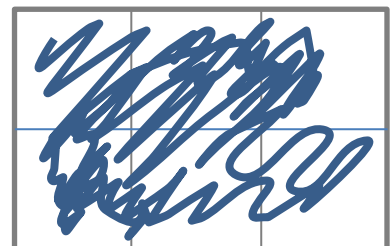
halves



fourths



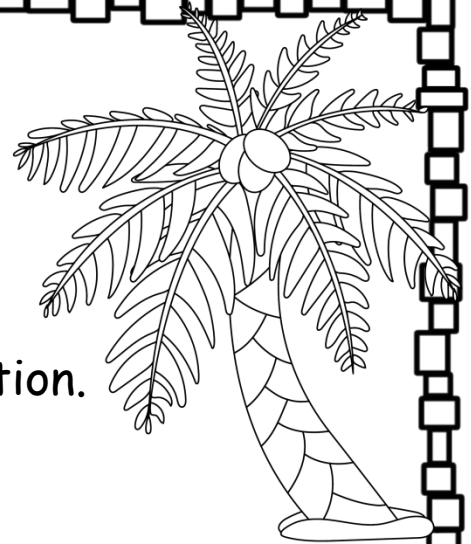
thirds



sixths

ANSWER KEY

Writing Whole Numbers as Fractions



*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to? 2

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

$$4 \quad \frac{8}{2}$$

$$5 \quad \frac{10}{2}$$

$$2 \quad \frac{4}{2}$$

$$1 \quad \frac{2}{2}$$

$$6 \quad \frac{12}{2}$$

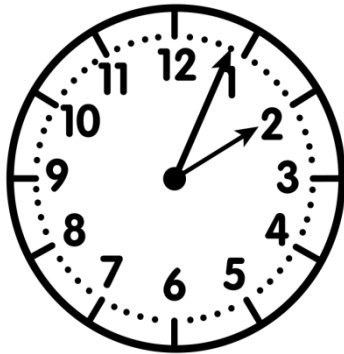
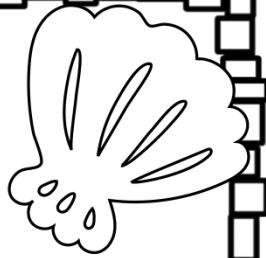
$$8 \quad \frac{16}{2}$$

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

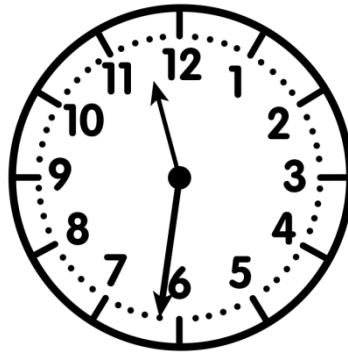
$$7 \quad \frac{14}{2}$$

ANSWER KEY

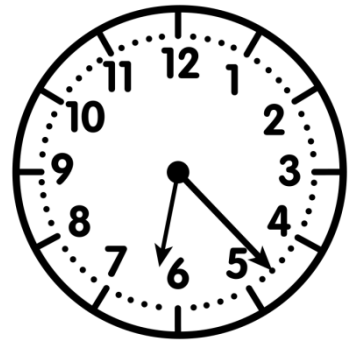
Telling Time to the Minute



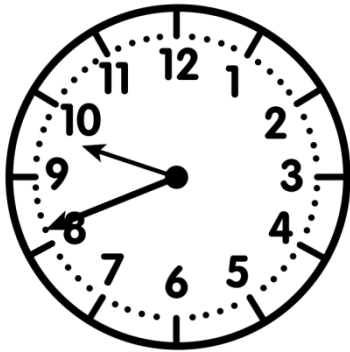
2:04



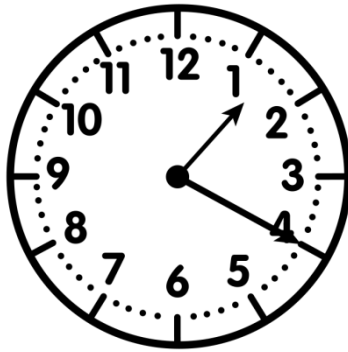
11:31



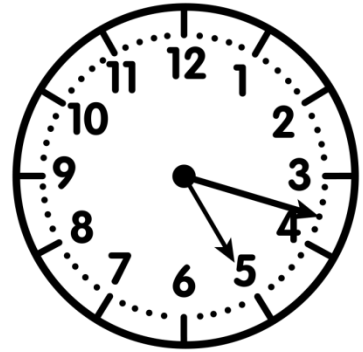
6:23



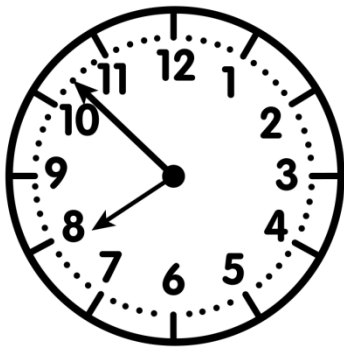
9:41



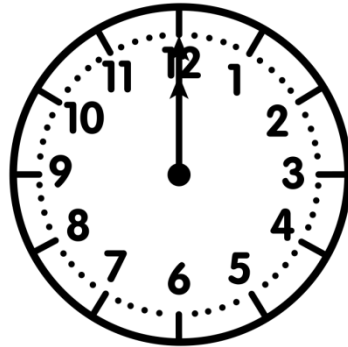
1:20



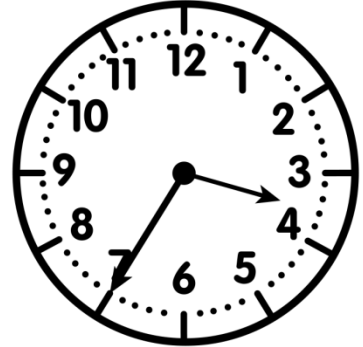
5:18



7:52



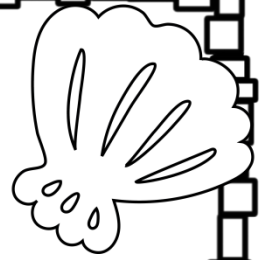
12:00



3:35

ANSWER KEY

Elapsed Time



Directions: Find the elapsed time.

Start Time: 2:00 PM

End Time: 5:00 PM

The time that has passed is:
3 hours

Start Time: 1:15 PM

End Time: 4:00 PM

The time that has passed is:
2 hours, 15 minutes

Start Time: 4:25 PM

End Time: 5:00 PM

The time that has passed is:
35 minutes

Start Time: 8:35 AM

End Time: 12:35 PM

The time that has passed is:
4 hours

Start Time: 9:30 AM

End Time: 4:15 PM

The time that has passed is:
6 hours, 45 minutes

Start Time: 6:20 PM

End Time: 12:20 AM

The time that has passed is:
6 hours

Start Time: 3:45 PM

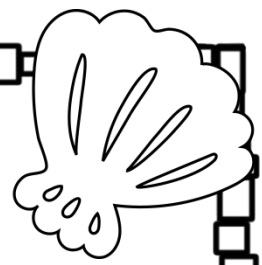
End Time: 5:15 PM

The time that has passed is:
1 hour, 30 minutes

Start Time: 5:40 AM

End Time: 6:40 PM

The time that has passed is:
1 hour



ANSWER KEY

Telling Time Word Problems

Directions: Read and solve each word problem.

Kylah worked on her math homework for 15 minutes. She read her book for 20 minutes. How long did she work on homework?

35 minutes

Janice ran for 30 minutes each morning for one week. How many minutes total did she run?

210 minutes

Ray worked at the food pantry for 3 hours and 15 minutes on Saturday and 2 hours and 40 minutes on Sunday. How much time did he volunteer on the weekend?

5 hours, 55 minutes

Caleb started his chores at 8:00 a.m. on Friday morning. He finished 6 hours and 30 minutes later. What time did Caleb finish his chores?

2:30 p.m.

Rodney ran in a marathon. It took him 3 hours and 46 minutes to finish the entire race, which started at 10:00 a.m. What time did he finish the race?

1:46

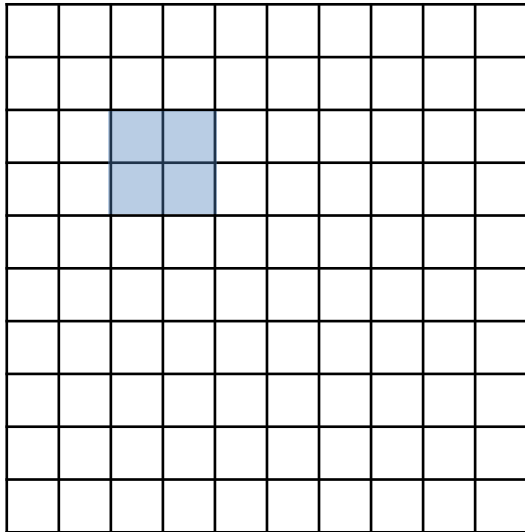
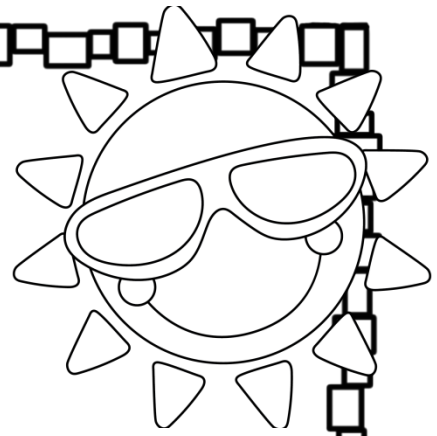
Heather was baking pies for a school fund raiser. She put her cherry pie in the oven at 2:55 p.m. It took one hour and five minutes to bake. What time was the pie done?

4:00 p.m.

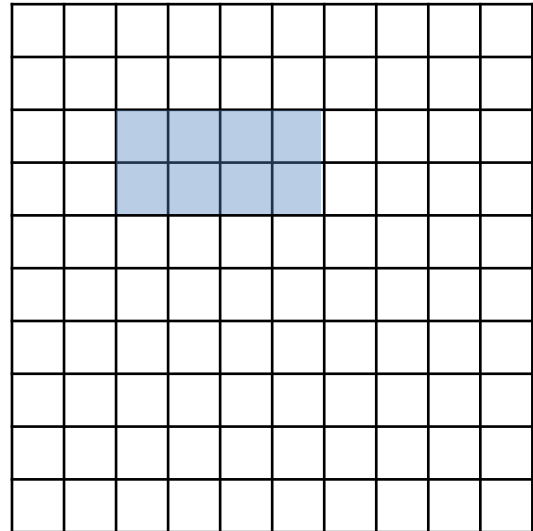
ANSWER KEY

Understanding Perimeter

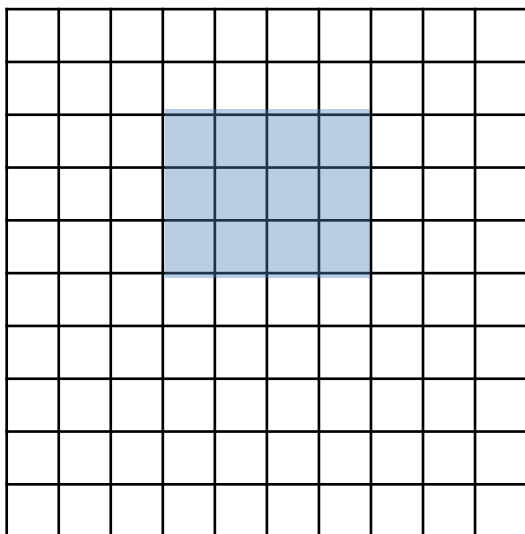
Directions: Draw a shape on the grid paper with the given perimeter.



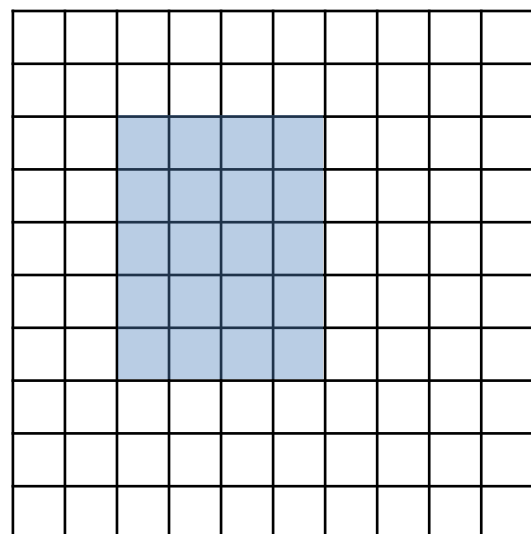
$p = 8$ in



$p = 12$ in



$p = 14$ in

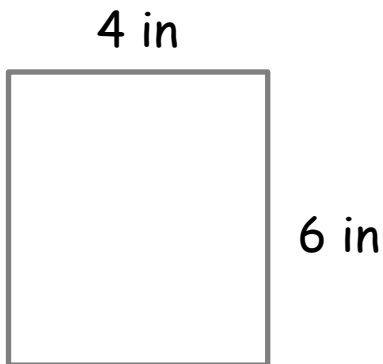
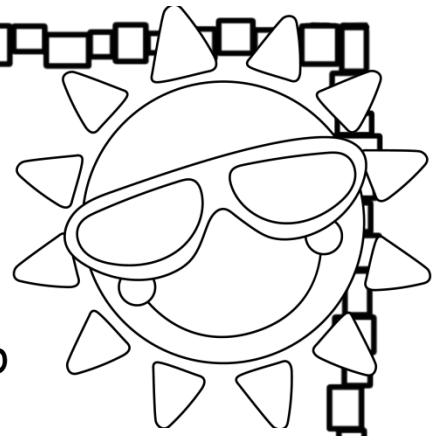


$p = 20$ in

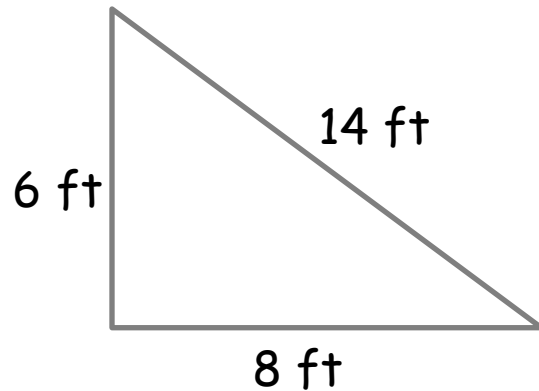
ANSWER KEY

Finding the perimeter.

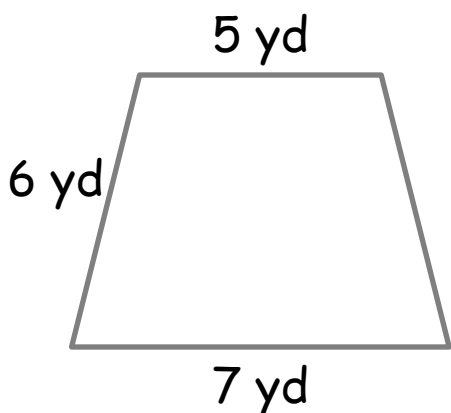
Directions: Add the length of the sides to find the perimeter of each shape.



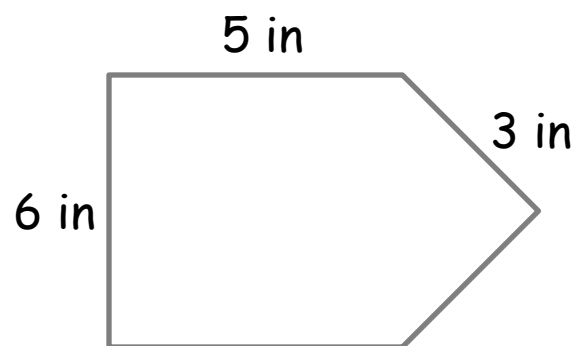
The perimeter is:
20 in



The perimeter is:
28 ft



The perimeter is:
24 yd

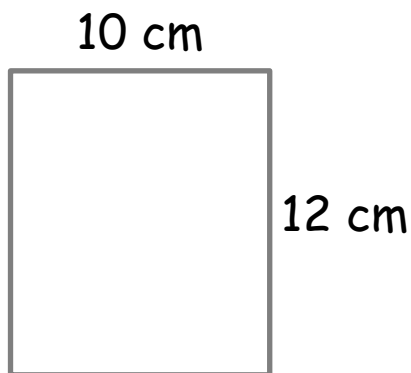
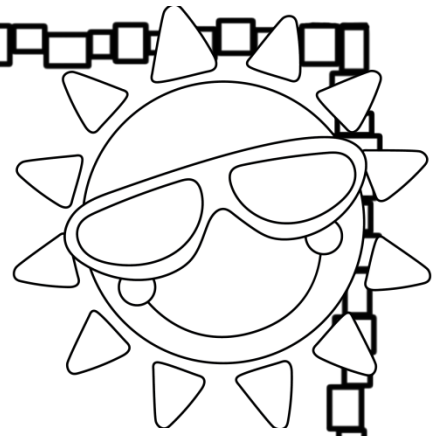


The perimeter is:
22 in

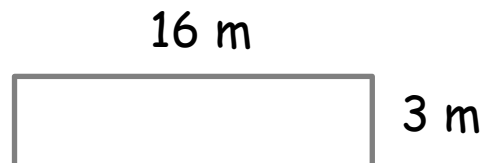
ANSWER KEY

Finding the Area

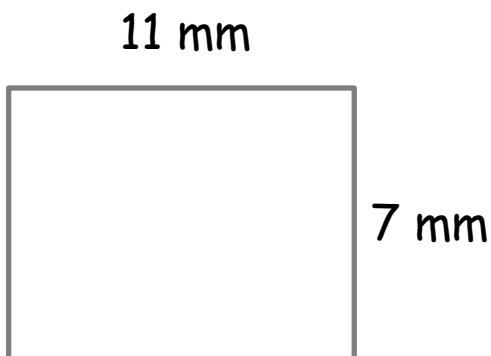
Directions: Multiply the length by width to find the area.



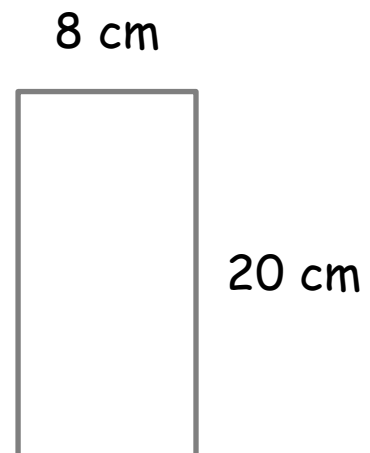
The area is:
 120 cm^2



The area is: 48 cm^2

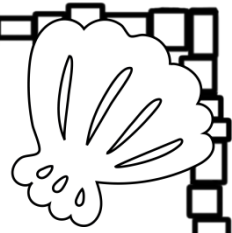


The area is: 77 cm^2

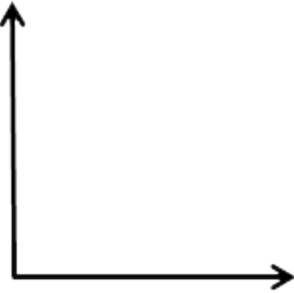
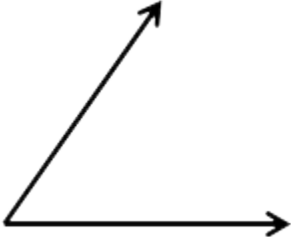
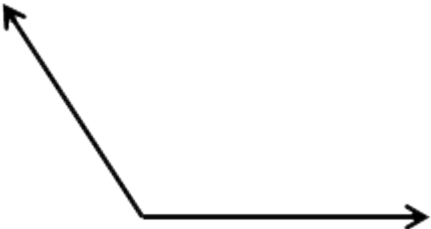


The area is: 160 cm^2

ANSWER KEY



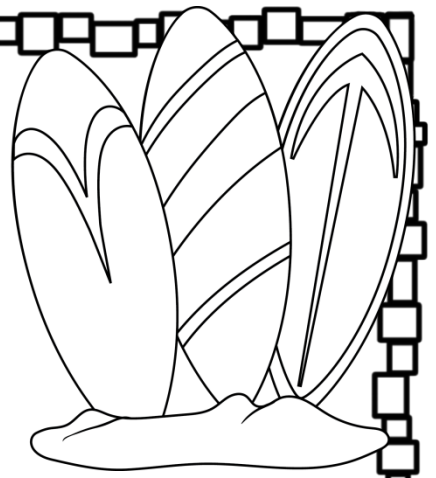
Drawing Angles

<p>Draw a right angle. A right angle forms a square corner.</p>	
<p>Draw an acute angle. An acute angle is open less than a right angle.</p>	
<p>Draw an obtuse angle. An obtuse angle is open more than a right angle.</p>	

ANSWER KEY

Label the Triangles

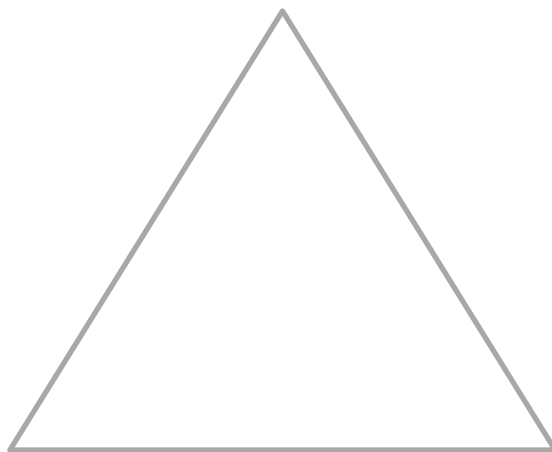
Directions: Label each triangle:
equilateral, isosceles or scalene.



right



scalene

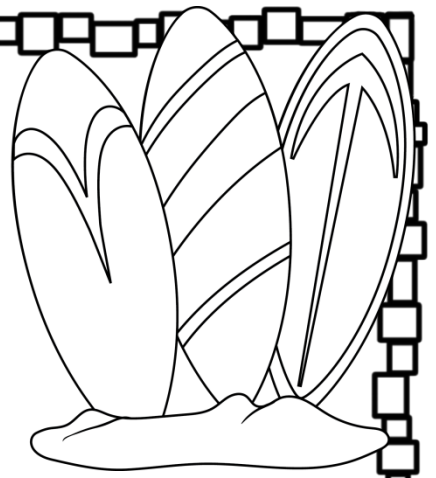


isosceles

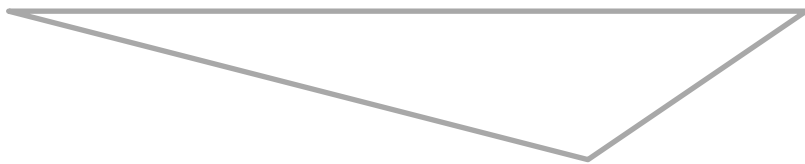
ANSWER KEY

Label the Triangles

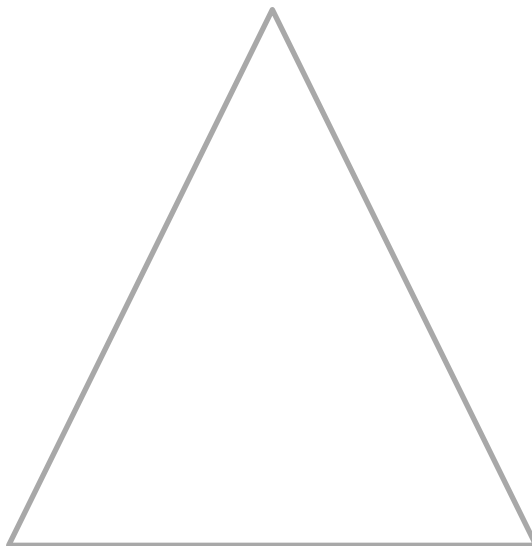
Directions: Label each triangle:
right, acute or obtuse.



right



obtuse



acute

ANSWER KEY

Drawing Quadrilaterals

Practice drawing shapes. Show a rhombus, a rectangle and a square below.

