ERIE'S PUBLIC SCHOOLS

March 16, 2020

Hello EPS student (Grade 4),

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

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

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

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

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

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

We will see you all after the break.

Mr. Polito, Superintendent

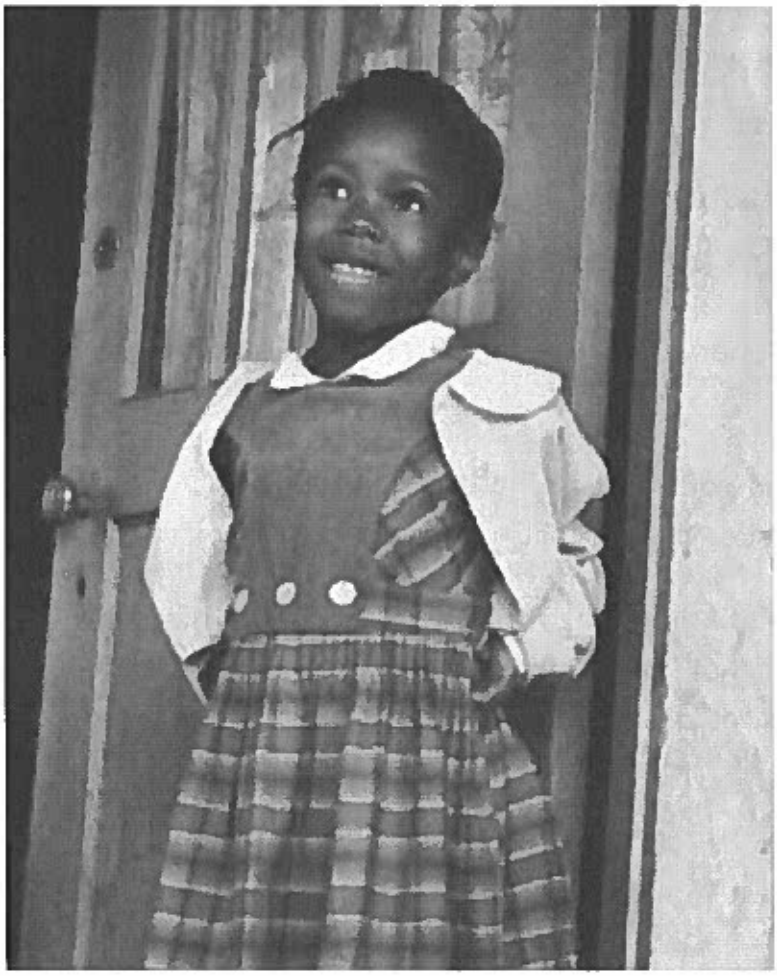
Mrs. Habursky, Assistant Superintendent

Walking Tall

How did Ruby Bridges make history?

Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the school's front doors, an angry crowd of people shouted at her. United States **marshals** walked with her. A marshal is an officer. They were there to protect the first grader. That's because the people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.



Bettmann/Corbis

Ruby Bridges started first grade in 1960.

The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called **segregation.** That is when people of different races are kept separate.

U.S. leaders worked to end segregation. They helped bring **civil rights** to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races go to school together.

Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News.* "I didn't really know what was going on at the time, and I loved school."

Meet Ruby Bridges

WR News student reporter Kaelin Ray recently asked Ruby Bridges how it feels to make a difference.

Kaelin Ray: What was your first day at the school like?
Ruby Bridges: My first day I spent sitting in the principal's office, so it was very confusing.

KR: How does it feel to know that you are a part of U.S. history?
RB: I'm [very] proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Winning the Vote

Imagine if boys made all the rules. That's how it was in 1776, when the United States was founded. Women were not allowed to vote until 1920! This year [2012] is the 92nd anniversary of that important event.

Library of Congress, George Grantham Bain Collection

Thousands of women marched in New York City for the right to vote.

The women's suffrage movement began in the 1800s. Suffrage is the right to vote. To win this right, women held protests and marches. Hundreds of those women were arrested and jailed.

Women's groups across the country are honoring those who fought for this right with special events throughout the year. "Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project.

Name: _____ Date: _____

Use the article "Walking Tall" to answer question 1.

1. On Nov. 14, 1960, who became one of the first African Americans to attend an all-white elementary school in the South?

Use the articles "Winning the Vote" and "Walking Tall" to answer question 2

2. Read this paragraph from the article.

"U.S. leaders worked to end segregation. They helped bring civil rights to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans."

Did Ruby Bridges also help bring civil rights to all Americans? Support your answer with evidence from the article.

Use the article "Winning the Vote" to answer questions 3 to 4.

3. What did women do to win the right to vote?

4. Women winning the right to vote was an important event.

Support this statement with evidence from the text.

Use the articles "Winning the Vote" and "Walking Tall" to answer question 5

5. Read these sentences from the article.

"'Learning how women's actions changed America is important. It encourages us to understand that we can make a better world,' said Molly Murphy MacGregor, the president of the National Women's History Project."

Compare how Ruby Bridges changed America with how women in the suffrage movement changed America.

Viking Voyages

Archaeologists in northwestern England are thrilled about a rare find. The scientists unearthed a burial site of six Viking men and women. They discovered swords, spears, jewelry, and other artifacts.

DCMS/Portable Antiquities Scheme

This copper brooch belonged to one of the Vikings.

The site was excavated, or dug up, after a metal detector user discovered two copper brooches in the ground. The worker informed archaeologists, who believe the site dates back to the 10th century. It is one of only a few Viking cemeteries found in England.

Smash and Grab

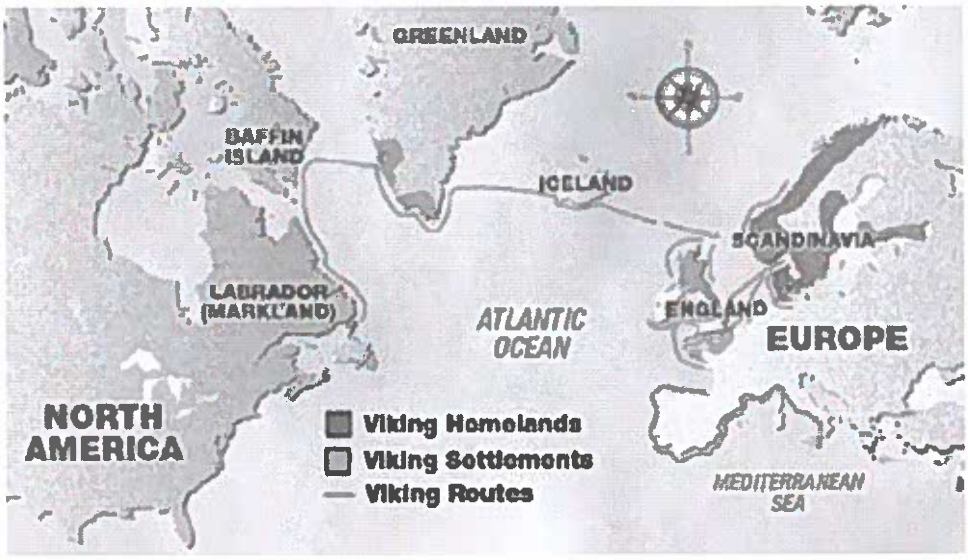
The Vikings were pirates and warriors, known for their seafaring voyages. From the late 700s to 1100, the Vikings lived in Scandinavia. That region of Europe includes the present-day countries of Denmark, Norway, and Sweden.

Viking sailors spread fear throughout Europe. They raided and conquered coastal villages in Europe and along the Mediterranean coast. During their raids, Vikings captured slaves. They also pillaged, or stole, treasures, such as silver and gold.

For their voyages, Viking sailors crafted swift, narrow longships that could navigate the stormiest seas. The Vikings were the master shipbuilders of their time. Vikings also worked as farmers and craftspeople. Others hunted and fished.

Edge of the Unknown

The Vikings' claim to fame may have been their fearsome raids, but they were explorers and traders too. They were among the earliest explorers to travel across the Atlantic Ocean to North America.



Leigh Haeger

The Vikings traveled to other parts of Europe, the Mediterranean, Greenland, and North America.

One of the most famous Vikings was explorer Leif Eriksson. He reached North America almost 500 years before Columbus arrived in 1492.

Time Capsule to the Past

Over time the Viking raiders lost their power, as people learned to defend against their attacks. Today, the remains of Viking villages can be found throughout Europe and North America.

Archaeologists have been studying the burial ground in England to learn more about the life of the Vikings. Based on the objects found, they believe the site was once a Viking settlement.

Vikings were known to bury valuable items with the dead. As one historian put it, the site will allow experts to "uncover the secrets of a time capsule more than 1,000 years old."

Viking Longships: Ready to Raid

- Longships varied in size, but many were between 60 feet and 90 feet in length.
- A larger ship could carry about 50 raiders at a time.
- Strong winds allowed a longship, which had one large sail, to reach speeds of up to 17 miles an hour.
- Vikings used multiple oars to row the ship when there was no wind.
- The front end of a longship curved upward and was adorned with a wood carving of a snake's or a dragon's head.

Ancient Village near Stonehenge

Scientists found the remains of an ancient village near the famous circle of stones.

Baker Vail

Stonehenge is a mysterious monument that consists of a circle of stones. It was built over 4,000 years ago in southwestern England.

In 2007, researchers unearthed an ancient village near Stonehenge. The village might have been home to the builders of the stone circle. Archaeologists discovered the remains of close to 25 small houses about 2 miles from Stonehenge. (Archaeologists study the materials left by prehistoric peoples and their cultures.) The researchers say the village, known as Durrington Walls, was built at about the same time as Stonehenge. They speculate, or guess, that Stonehenge was a memorial site or cemetery for the villagers. The village includes a wooden version of the stone monument.

"Clearly, this is a place that was of enormous importance," says British researcher Julian Thomas, who helped discover the village. He noted that both Stonehenge and Durrington Walls have avenues connecting them to the nearby Avon River. Villagers might have frequently traveled between the two sites.

Eight of the wooden houses have been excavated, or dug up. The structures are about 14 feet long. There was evidence of bed frames along the walls and a dresser or storage unit on the wall opposite the door.

Two of the houses found by Thomas were separate from the others. They might have been the homes of community leaders. Stone tools, animal bones, arrowheads, and other artifacts (human-made objects) were also uncovered in the village.

Name: _____ **Date:** _____

Use the article "Viking Voyages" to answer questions 1 to 2.

1. Archaeologists recently unearthed a Viking burial site of six men and women. What artifacts did they discover there?

_____

_____

_____

2. One historian said the burial site will allow experts to "uncover the secrets of a time capsule more than 1,000 years old." A time capsule contains objects that represent a certain culture, and is usually buried for people in the future to discover it and learn about that culture. Why might the historian think of the Viking burial site as a time capsule?

_____

_____

_____

Use the article "Ancient Village near Stonehenge" to answer questions 3 to 4.

3. What did archaeologists discover about two miles from Stonehenge?

4. Archaeologists think that Stonehenge was a place of enormous importance for the villagers of Durrington Walls. What evidence supports their conclusion? Give at least two examples from the text.

Use the articles "Ancient Village near Stonehenge" and "Viking Voyages" to answer questions 5 to 6.

5. How might studying the remains of villages, objects, and artifacts help scientists understand more about the people they belonged to? Use evidence or examples from both texts to support your answer.

6. A historian called the Viking burial site a "time capsule." Could Durrington Walls, the village near Stonehenge, be called a "time capsule" as well? Why or why not? Support your answer with evidence from both texts.

Fluency Table of Contents

Multi-Digit Addition—Skills Practice

Name: _____

Add within 10,000.

Form A

1 2,145 + 653	2 5,260 + 417	3 1,083 + 2,513	4 2,864 + 7,135
5 1,248 + 532	6 3,709 + 152	7 4,561 + 1,054	8 5,726 + 3,742
9 3,750 + 456	10 2,538 + 167	11 1,659 + 3,291	12 4,806 + 3,255
13 6,725 + 385	14 5,218 + 938	15 6,002 + 2,999	16 8,375 + 1,625
17 4,278 + 3,956	18 9,407 + 396	19 3,098 + 2,574	20 2,710 + 5,690

Multi-Digit Addition—Skills Practice

Name: _____

Add within 10,000. **Form B**

1	2	3	4
1,247 + 532	3,415 + 243	1,068 + 1,510	4,037 + 5,062
5	6	7	8
2,653 + 412	1,087 + 637	1,960 + 3,204	6,723 + 1,238
9	10	11	12
4,058 + 852	2,718 + 534	3,605 + 2,795	2,806 + 6,294
13	14	15	16
6,725 + 385	5,218 + 938	7,538 + 2,462	3,999 + 4,006
17	18	19	20
7,092 + 1,865	8,444 + 565	5,146 + 3,175	8,470 + 1,525

Multi-Digit Addition—Skills Practice

Name: _____

Add within 100,000. **Form A**

1 10,352 + 1,430	2 16,164 + 1,325	3 20,753 + 10,104	4 50,618 + 24,350
5 15,200 + 999	6 32,145 + 4,625	7 64,102 + 17,254	8 24,390 + 56,180
9 93,752 + 598	10 46,250 + 23,805	11 12,643 + 52,794	12 54,622 + 34,588
13 23,856 + 15,246	14 47,423 + 19,836	15 49,999 + 3,999	16 90,187 + 9,783
17 84,678 + 6,395	18 27,329 + 15,896	19 52,098 + 28,107	20 48,365 + 51,635

Multi-Digit Addition—Skills Practice

Name: _____

Add within 100,000. **Form B**

1	2	3	4
10,943 + 2,035	17,342 + 1,340	12,453 + 20,143	61,238 + 24,501
5	6	7	8
34,210 + 1,399	72,643 + 8,142	15,920 + 63,254	45,806 + 54,159
9	10	11	12
94,627 + 987	68,254 + 2,438	26,513 + 25,974	21,942 + 38,657
13	14	15	16
23,658 + 8,467	47,652 + 27,836	29,999 + 3,999	84,316 + 15,684
17	18	19	20
74,895 + 16,395	57,918 + 25,896	42,968 + 20,947	45,163 + 27,989

Multi-Digit Addition—Repeated Reasoning

Name: _____

Find place value patterns in the tens.

Set A

1. 201 + 109 = _____
2. 1,201 + 109 = _____
3. 2,201 + 109 = _____
4. 202 + 109 = _____
5. 1,202 + 109 = _____
6. 2,202 + 109 = _____
7. 203 + 109 = _____
8. 1,203 + 109 = _____
9. 2,203 + 109 = _____
10. 204 + 109 = _____
11. 1,204 + 109 = _____
12. 2,204 + 109 = _____

Set B

1. 1,325 + 25
2. 1,326 + 25
3. 1,327 + 25
4. 1,325 + 125
5. 1,326 + 125
6. 1,327 + 125
7. 1,326 + 126
8. 1,327 + 126
9. 1,328 + 126

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

_____

_____

_____

Multi-Digit Addition—Repeated Reasoning

Name: _____

Find place value patterns in the hundreds.

Set A

1 190 + 210 = _____	2 290 + 210 = _____	3 1,290 + 210 = _____
4 190 + 220 = _____	5 290 + 220 = _____	6 1,290 + 220 = _____
7 190 + 230 = _____	8 290 + 230 = _____	9 1,290 + 230 = _____
10 190 + 240 = _____	11 290 + 240 = _____	12 1,290 + 240 = _____

Set B

1 102 + 298	2 112 + 298	3 118 + 292
4 202 + 298	5 212 + 298	6 218 + 292
7 302 + 298	8 312 + 298	9 318 + 292

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

_____

_____

_____

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 10,000. **Form A**

1 4,865 − 2,341	2 1,788 − 1,263	3 2,592 − 1,271	4 7,342 − 4,132
5 8,790 − 6,688	6 3,743 − 626	7 9,487 − 1,394	8 6,427 − 2,515
9 2,637 − 2,419	10 3,780 − 671	11 8,618 − 3,425	12 4,756 − 3,813
13 8,403 − 6,520	14 1,438 − 839	15 4,725 − 1,439	16 7,275 − 4,188
17 5,274 − 2,778	18 2,923 − 1,976	19 5,824 − 2,948	20 6,743 − 2,878

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 10,000. **Form B**

1 5,647 − 3,210	2 2,748 − 312	3 5,429 − 4,003	4 6,918 − 4,105
5 8,263 − 1,453	6 1,397 − 1,239	7 4,131 − 2,051	8 7,382 − 2,581
9 2,732 − 1,108	10 4,803 − 615	11 8,652 − 3,481	12 3,607 − 2,801
13 8,275 − 2,391	14 3,120 − 1,052	15 9,253 − 198	16 6,732 − 5,587
17 4,366 − 1,568	18 1,812 − 945	19 7,493 − 2,594	20 7,423 − 2,846

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 100,000. **Form A**

1 47,863 − 251	2 19,038 − 11,018	3 28,682 − 3,270	4 76,429 − 20,306
5 81,235 − 20,017	6 36,725 − 1,582	7 94,130 − 20,125	8 64,728 − 3,914
9 28,236 − 8,915	10 58,623 − 26,374	11 72,160 − 2,087	12 38,412 − 25,651
13 34,210 − 8,105	14 10,714 − 9,456	15 63,258 − 21,399	16 40,805 − 15,912
17 53,126 − 45,928	18 80,052 − 71,963	19 24,350 − 9,582	20 100,000 − 86,932

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 100,000. **Form B**

1 53,641 − 1,320	2 85,472 − 82,302	3 93,245 − 32,025	4 43,619 − 20,301
5 30,582 − 156	6 12,987 − 2,793	7 82,056 − 50,330	8 73,542 − 25,402
9 27,810 − 15,675	10 94,321 − 4,255	11 65,852 − 23,890	12 18,376 − 8,953
13 15,008 − 2,409	14 20,530 − 19,790	15 99,325 − 38,547	16 50,364 − 37,148
17 36,825 − 28,967	18 38,972 − 19,999	19 45,000 − 37,955	20 100,000 − 23,871

Multi-Digit Subtraction—Repeated Reasoning

Name: _____

Find patterns in subtracting small numbers.

Set A

1. 897 − 1 = _____
2. 897 − 2 = _____
3. 898 − 1 = _____
4. 898 − 2 = _____
5. 899 − 1 = _____
6. 899 − 2 = _____
7. 900 − 1 = _____
8. 900 − 2 = _____
9. 901 − 1 = _____
10. 901 − 2 = _____

Set B

1. 650 − 10
2. 650 − 20
3. 650 − 30
4. 320 − 10
5. 320 − 20
6. 320 − 30
7. 400 − 10
8. 400 − 20
9. 400 − 30

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

_____

_____

_____

Multi-Digit Subtraction—Repeated Reasoning

Name: _____

Find place value patterns in subtracting hundreds.

Set A

1. 156 − 104 = _____
2. 256 − 104 = _____
3. 156 − 105 = _____
4. 256 − 105 = _____
5. 156 − 106 = _____
6. 256 − 106 = _____
7. 156 − 107 = _____
8. 256 − 107 = _____
9. 156 − 108 = _____
10. 256 − 108 = _____

Set B

1. 625 − 101
2. 625 − 102
3. 625 − 103
4. 625 − 201
5. 625 − 202
6. 625 − 203
7. 625 − 301
8. 625 − 302
9. 625 − 303

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

_____

_____

_____

Fraction Addition—Skills Practice

Name: _____

Add fractions.

Form A

1. $\frac{1}{4} + \frac{1}{4} =$ _____
2. $\frac{1}{6} + \frac{1}{6} =$ _____
3. $\frac{1}{3} + \frac{2}{3} =$ _____
4. $\frac{1}{10} + \frac{2}{10} =$ _____
5. $\frac{1}{5} + \frac{3}{5} =$ _____
6. $\frac{5}{8} + \frac{2}{8} =$ _____
7. $\frac{3}{12} + \frac{5}{12} =$ _____
8. $\frac{5}{100} + \frac{5}{100} =$ _____
9. $\frac{6}{10} + \frac{3}{10} =$ _____
10. $\frac{4}{3} + \frac{1}{3} =$ _____
11. $\frac{4}{8} + \frac{5}{8} =$ _____
12. $\frac{1}{2} + \frac{1}{2} =$ _____
13. $\frac{2}{6} + \frac{5}{6} =$ _____
14. $\frac{3}{12} + \frac{7}{12} =$ _____
15. $\frac{80}{100} + \frac{8}{100} =$ _____
16. $\frac{1}{4} + \frac{4}{4} =$ _____
17. $\frac{3}{4} + \frac{5}{4} =$ _____
18. $\frac{2}{8} + \frac{3}{8} =$ _____
19. $\frac{8}{5} + \frac{2}{5} =$ _____
20. $\frac{8}{10} + \frac{3}{10} =$ _____
21. $\frac{1}{3} + \frac{2}{3} + \frac{1}{3} =$ _____
22. $\frac{4}{5} + \frac{2}{5} + \frac{3}{5} =$ _____
23. $\frac{2}{6} + \frac{1}{6} + \frac{2}{6} =$ _____
24. $\frac{5}{8} + \frac{2}{8} + \frac{1}{8} =$ _____
25. $\frac{2}{10} + \frac{1}{10} + \frac{5}{10} =$ _____
26. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} =$ _____
27. $\frac{7}{12} + \frac{1}{12} + \frac{3}{12} =$ _____

Fraction Addition—Skills Practice

Name: _____

Add fractions. **Form B**

1. $\frac{1}{3} + \frac{1}{3} =$ _____
2. $\frac{1}{5} + \frac{2}{5} =$ _____
3. $\frac{1}{2} + \frac{1}{2} =$ _____
4. $\frac{3}{10} + \frac{2}{10} =$ _____
5. $\frac{2}{12} + \frac{5}{12} =$ _____
6. $\frac{2}{4} + \frac{1}{4} =$ _____
7. $\frac{3}{6} + \frac{2}{6} =$ _____
8. $\frac{2}{100} + \frac{8}{100} =$ _____
9. $\frac{60}{100} + \frac{30}{100} =$ _____
10. $\frac{9}{10} + \frac{3}{10} =$ _____
11. $\frac{3}{5} + \frac{4}{5} =$ _____
12. $\frac{5}{2} + \frac{1}{2} =$ _____
13. $\frac{3}{8} + \frac{2}{8} =$ _____
14. $\frac{4}{3} + \frac{1}{3} =$ _____
15. $\frac{30}{100} + \frac{300}{100} =$ _____
16. $\frac{4}{12} + \frac{5}{12} =$ _____
17. $\frac{7}{10} + \frac{2}{10} =$ _____
18. $\frac{2}{5} + \frac{3}{5} =$ _____
19. $\frac{3}{2} + \frac{4}{2} =$ _____
20. $\frac{5}{4} + \frac{2}{4} =$ _____
21. $\frac{3}{10} + \frac{5}{10} + \frac{1}{10} =$ _____
22. $\frac{1}{4} + \frac{2}{4} + \frac{3}{4} =$ _____
23. $\frac{2}{8} + \frac{1}{8} + \frac{4}{8} =$ _____
24. $\frac{2}{12} + \frac{3}{12} + \frac{5}{12} =$ _____
25. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} =$ _____
26. $\frac{9}{10} + \frac{3}{10} + \frac{1}{10} =$ _____
27. $\frac{4}{5} + \frac{3}{5} + \frac{2}{5} =$ _____

Fraction Addition—Skills Practice

Name: _____

Add mixed numbers. **Form A**

1. $2\frac{1}{3} + \frac{1}{3} =$ _____
2. $2\frac{1}{5} + 1\frac{3}{5} =$ _____
3. $1\frac{1}{2} + 1\frac{1}{2} =$ _____
4. $2\frac{5}{12} + 3\frac{1}{12} =$ _____
5. $3\frac{2}{4} + 2\frac{1}{4} =$ _____
6. $\frac{5}{6} + 4\frac{1}{6} =$ _____
7. $3\frac{20}{100} + 4\frac{5}{100} =$ _____
8. $9\frac{2}{10} + 3\frac{7}{10} =$ _____
9. $2\frac{3}{5} + 4\frac{1}{5} =$ _____
10. $10\frac{3}{8} + 2\frac{3}{8} =$ _____
11. $9\frac{1}{3} + \frac{2}{3} =$ _____
12. $7\frac{10}{100} + \frac{7}{100} =$ _____
13. $5\frac{4}{10} + 1\frac{6}{10} =$ _____
14. $4\frac{2}{5} + 5\frac{4}{5} =$ _____
15. $3\frac{1}{2} + 4\frac{1}{2} =$ _____
16. $3\frac{5}{10} + 5\frac{1}{10} =$ _____
17. $6\frac{3}{4} + 4\frac{2}{4} =$ _____
18. $6\frac{2}{8} + 2\frac{5}{8} =$ _____
19. $\frac{8}{12} + 2\frac{7}{12} =$ _____
20. $3\frac{2}{10} + 4\frac{1}{10} =$ _____
21. $10\frac{1}{5} + 8\frac{3}{5} =$ _____
22. $5\frac{3}{4} + 2\frac{3}{4} =$ _____
23. $7\frac{90}{100} + 7\frac{10}{100} =$ _____
24. $6\frac{2}{3} + 4\frac{2}{3} =$ _____

Fraction Addition—Skills Practice

Name: _____

Add mixed numbers. **Form B**

1. $2\frac{1}{4} + 3\frac{1}{4} =$ _____
2. $3\frac{4}{6} + 4\frac{1}{6} =$ _____
3. $2\frac{1}{3} + 6\frac{2}{3} =$ _____
4. $1\frac{4}{5} + 2\frac{3}{5} =$ _____
5. $5\frac{3}{8} + 7\frac{2}{8} =$ _____
6. $2\frac{3}{12} + 3\frac{9}{12} =$ _____
7. $6\frac{9}{10} + 3\frac{2}{10} =$ _____
8. $4\frac{2}{3} + 1\frac{2}{3} =$ _____
9. $4\frac{3}{8} + 5\frac{4}{8} =$ _____
10. $2\frac{5}{6} + 8\frac{4}{6} =$ _____
11. $1\frac{3}{12} + 6\frac{5}{12} =$ _____
12. $15\frac{80}{100} + 4\frac{20}{100} =$ _____
13. $5\frac{3}{4} + 6\frac{2}{4} =$ _____
14. $3\frac{1}{8} + 7\frac{4}{8} =$ _____
15. $8\frac{1}{5} + 7\frac{2}{5} =$ _____
16. $3\frac{2}{3} + 3\frac{2}{3} =$ _____
17. $3\frac{4}{5} + 5\frac{2}{5} =$ _____
18. $2\frac{5}{6} + 9\frac{3}{6} =$ _____
19. $7\frac{8}{10} + 5\frac{9}{10} =$ _____
20. $20\frac{1}{2} + 10\frac{1}{2} =$ _____
21. $7\frac{3}{12} + 2\frac{11}{12} =$ _____
22. $3\frac{7}{8} + 4\frac{5}{8} =$ _____
23. $\frac{32}{100} + 3\frac{55}{100} =$ _____
24. $3\frac{5}{6} + 8\frac{3}{6} =$ _____

Fraction Addition—Repeated Reasoning

Name: _____

Find patterns in adding fractions.

Set A

1. $1\frac{1}{2} + \frac{1}{2} =$ _____
2. $2\frac{1}{2} + \frac{1}{2} =$ _____
3. $3\frac{1}{2} + \frac{1}{2} =$ _____
4. $1\frac{1}{2} + 1\frac{1}{2} =$ _____
5. $2\frac{1}{2} + 1\frac{1}{2} =$ _____
6. $3\frac{1}{2} + 1\frac{1}{2} =$ _____
7. $1\frac{2}{3} + \frac{1}{3} =$ _____
8. $2\frac{2}{3} + \frac{1}{3} =$ _____
9. $3\frac{2}{3} + \frac{1}{3} =$ _____
10. $1\frac{2}{3} + 1\frac{1}{3} =$ _____
11. $2\frac{2}{3} + 1\frac{1}{3} =$ _____
12. $3\frac{2}{3} + 1\frac{1}{3} =$ _____

Set B

1. $2\frac{1}{2} + 1\frac{1}{2} =$ _____
2. $2\frac{1}{2} + 1\frac{1}{2} + 1 =$ _____
3. $2\frac{1}{3} + 1\frac{1}{3} + \frac{1}{3} =$ _____
4. $2\frac{1}{3} + 1\frac{1}{3} + 1\frac{1}{3} =$ _____
5. $2\frac{1}{4} + 1\frac{2}{4} + \frac{1}{4} =$ _____
6. $2\frac{1}{4} + 1\frac{2}{4} + 1\frac{1}{4} =$ _____

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

_____

_____

_____

Fraction Subtraction—Skills Practice

Name: _____

Subtract fractions.

Form A

1. $\frac{3}{4} - \frac{1}{4} =$ _____
2. $\frac{5}{6} - \frac{1}{6} =$ _____
3. $\frac{2}{3} - \frac{1}{3} =$ _____
4. $\frac{7}{10} - \frac{3}{10} =$ _____
5. $\frac{4}{5} - \frac{3}{5} =$ _____
6. $\frac{5}{8} - \frac{2}{8} =$ _____
7. $\frac{13}{12} - \frac{5}{12} =$ _____
8. $\frac{50}{100} - \frac{5}{100} =$ _____
9. $\frac{6}{10} - \frac{3}{10} =$ _____
10. $\frac{5}{3} - \frac{1}{3} =$ _____
11. $\frac{10}{8} - \frac{5}{8} =$ _____
12. $\frac{5}{2} - \frac{1}{2} =$ _____
13. $\frac{9}{6} - \frac{1}{6} =$ _____
14. $\frac{7}{12} - \frac{3}{12} =$ _____
15. $\frac{80}{100} - \frac{20}{100} =$ _____
16. $\frac{7}{4} - \frac{4}{4} =$ _____
17. $\frac{7}{4} - \frac{3}{4} =$ _____
18. $\frac{7}{8} - \frac{1}{8} =$ _____
19. $\frac{8}{5} - \frac{2}{5} =$ _____
20. $\frac{8}{10} - \frac{3}{10} =$ _____
21. $\frac{6}{3} - \frac{2}{3} =$ _____
22. $\frac{4}{5} - \frac{2}{5} =$ _____
23. $\frac{7}{6} - \frac{5}{6} =$ _____
24. $\frac{10}{8} - \frac{3}{8} =$ _____
25. $\frac{12}{10} - \frac{5}{10} =$ _____
26. $\frac{3}{2} - \frac{3}{2} =$ _____
27. $\frac{6}{12} - \frac{3}{12} =$ _____

Fraction Subtraction—Skills Practice

Name: _____

Subtract fractions.

Form B

1. $\frac{3}{3} - \frac{1}{3} =$ _____
2. $\frac{5}{5} - \frac{2}{5} =$ _____
3. $\frac{1}{2} - \frac{1}{2} =$ _____
4. $\frac{6}{10} - \frac{2}{10} =$ _____
5. $\frac{11}{12} - \frac{5}{12} =$ _____
6. $\frac{5}{4} - \frac{1}{4} =$ _____
7. $\frac{7}{6} - \frac{3}{6} =$ _____
8. $\frac{12}{100} - \frac{8}{100} =$ _____
9. $\frac{60}{100} - \frac{30}{100} =$ _____
10. $\frac{12}{10} - \frac{3}{10} =$ _____
11. $\frac{13}{5} - \frac{4}{5} =$ _____
12. $\frac{6}{2} - \frac{1}{2} =$ _____
13. $\frac{7}{8} - \frac{1}{8} =$ _____
14. $\frac{5}{3} - \frac{1}{3} =$ _____
15. $\frac{56}{100} - \frac{6}{100} =$ _____
16. $\frac{15}{12} - \frac{3}{12} =$ _____
17. $\frac{7}{10} - \frac{2}{10} =$ _____
18. $\frac{7}{5} - \frac{3}{5} =$ _____
19. $\frac{4}{2} - \frac{3}{2} =$ _____
20. $\frac{7}{4} - \frac{2}{4} =$ _____
21. $\frac{30}{10} - \frac{5}{10} =$ _____
22. $\frac{10}{4} - \frac{2}{4} =$ _____
23. $\frac{7}{8} - \frac{4}{8} =$ _____
24. $\frac{12}{12} - \frac{3}{12} =$ _____
25. $\frac{7}{2} - \frac{5}{2} =$ _____
26. $\frac{9}{10} - \frac{3}{10} =$ _____
27. $\frac{8}{5} - \frac{1}{5} =$ _____

Fraction Subtraction—Skills Practice

Name: _____

Subtract mixed numbers. **Form A**

1. $2\frac{1}{3} - \frac{1}{3} =$ _____
2. $2\frac{3}{5} - 1\frac{1}{5} =$ _____
3. $1\frac{1}{2} - \frac{3}{2} =$ _____
4. $4\frac{5}{12} - 1\frac{3}{12} =$ _____
5. $3\frac{2}{4} - 2\frac{1}{4} =$ _____
6. $4\frac{5}{6} - 3\frac{1}{6} =$ _____
7. $7\frac{15}{100} - 2\frac{5}{100} =$ _____
8. $8\frac{2}{10} - 3\frac{7}{10} =$ _____
9. $4\frac{1}{5} - 2\frac{3}{5} =$ _____
10. $10\frac{3}{8} - 2\frac{3}{8} =$ _____
11. $10\frac{1}{3} - \frac{2}{3} =$ _____
12. $2\frac{10}{100} - \frac{7}{100} =$ _____
13. $5\frac{6}{10} - 1\frac{3}{10} =$ _____
14. $6\frac{2}{5} - 5\frac{4}{5} =$ _____
15. $9\frac{1}{2} - 4\frac{1}{2} =$ _____
16. $7\frac{5}{10} - 5\frac{1}{10} =$ _____
17. $6\frac{3}{4} - 4\frac{2}{4} =$ _____
18. $6\frac{2}{8} - 2\frac{5}{8} =$ _____
19. $2\frac{8}{12} - 2\frac{7}{12} =$ _____
20. $6\frac{2}{10} - 4\frac{7}{10} =$ _____
21. $10\frac{1}{5} - 8\frac{4}{5} =$ _____
22. $5\frac{1}{4} - 2\frac{3}{4} =$ _____
23. $7\frac{90}{100} - 7\frac{10}{100} =$ _____
24. $6\frac{1}{3} - 4\frac{2}{3} =$ _____

Fraction Subtraction—Skills Practice

Name: _____

Subtract mixed numbers. **Form B**

1. $3\frac{2}{5} - \frac{1}{5} =$ _____
2. $6\frac{3}{4} - 1\frac{1}{4} =$ _____
3. $7\frac{1}{2} - \frac{1}{2} =$ _____
4. $4\frac{6}{10} - 1\frac{2}{10} =$ _____
5. $5\frac{2}{3} - 2\frac{1}{3} =$ _____
6. $4\frac{5}{6} - 3\frac{1}{6} =$ _____
7. $9\frac{20}{100} - 5\frac{2}{100} =$ _____
8. $8\frac{7}{10} - 3\frac{1}{10} =$ _____
9. $10\frac{4}{5} - 3\frac{1}{5} =$ _____
10. $1\frac{1}{8} - \frac{3}{8} =$ _____
11. $4\frac{1}{3} - \frac{3}{3} =$ _____
12. $8\frac{60}{100} - 2\frac{10}{100} =$ _____
13. $6\frac{5}{10} - 1\frac{9}{10} =$ _____
14. $8\frac{2}{5} - 5\frac{4}{5} =$ _____
15. $7\frac{1}{2} - 4\frac{1}{2} =$ _____
16. $5\frac{7}{10} - 3\frac{9}{10} =$ _____
17. $1\frac{3}{4} - \frac{2}{4} =$ _____
18. $16\frac{2}{8} - 12\frac{5}{8} =$ _____
19. $5\frac{3}{12} - 2\frac{7}{12} =$ _____
20. $7\frac{2}{10} - 2\frac{7}{10} =$ _____
21. $9\frac{1}{5} - 8\frac{4}{5} =$ _____
22. $3\frac{1}{4} - \frac{3}{4} =$ _____
23. $9\frac{70}{100} - 4\frac{10}{100} =$ _____
24. $14\frac{1}{3} - 9\frac{2}{3} =$ _____

Fraction Subtraction—Repeated Reasoning

Name: _____

Find patterns in subtracting fractions.

Set A

1. $1 - \frac{1}{2} =$ _____
2. $2 - \frac{1}{2} =$ _____
3. $3 - \frac{1}{2} =$ _____
4. $1 - \frac{1}{3} =$ _____
5. $2 - \frac{1}{3} =$ _____
6. $3 - \frac{1}{3} =$ _____
7. $1 - \frac{1}{4} =$ _____
8. $2 - \frac{1}{4} =$ _____
9. $3 - \frac{1}{4} =$ _____
10. $1 - \frac{1}{10} =$ _____
11. $2 - \frac{1}{10} =$ _____
12. $3 - \frac{1}{10} =$ _____

Set B

1. $5 - 1\frac{1}{2} =$ _____
2. $5 - 2\frac{1}{2} =$ _____
3. $5 - 3\frac{1}{2} =$ _____
4. $5 - 1\frac{1}{3} =$ _____
5. $5 - 2\frac{1}{3} =$ _____
6. $5 - 3\frac{1}{3} =$ _____
7. $5 - 1\frac{1}{4} =$ _____
8. $5 - 2\frac{1}{4} =$ _____
9. $5 - 3\frac{1}{4} =$ _____
10. $5 - 1\frac{1}{10} =$ _____
11. $5 - 2\frac{1}{10} =$ _____
12. $5 - 3\frac{1}{10} =$ _____

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

_____

_____

_____

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 2-digit number by a 1-digit number.

Form A

1 12 × 2	**2** 10 × 3	**3** 21 × 4	**4** 23 × 1	**5** 33 × 2
6 11 × 8	**7** 35 × 4	**8** 46 × 5	**9** 51 × 3	**10** 70 × 5
11 10 × 9	**12** 88 × 4	**13** 78 × 5	**14** 29 × 6	**15** 61 × 6
16 12 × 7	**17** 26 × 8	**18** 58 × 9	**19** 81 × 7	**20** 75 × 3
21 72 × 3	**22** 92 × 3	**23** 49 × 7	**24** 31 × 6	**25** 56 × 4
26 34 × 6	**27** 58 × 5	**28** 37 × 7	**29** 64 × 8	**30** 98 × 9

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 2-digit number by a 1-digit number. **Form B**

1 21×2	2 10×6	3 41×3	4 32×1	5 22×4
6 11×7	7 54×9	8 64×5	9 55×8	10 75×5
11 12×9	12 84×8	13 57×4	14 96×7	15 41×6
16 82×7	17 26×5	18 92×6	19 81×3	20 35×7
21 62×8	22 43×8	23 98×2	24 36×9	25 28×4
26 53×4	27 38×5	28 24×7	29 48×3	30 99×9

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply 2-digit numbers.

Form A

1 21 × 35	**2** 18 × 16	**3** 24 × 12	**4** 32 × 15	**5** 12 × 37
6 11 × 77	**7** 54 × 92	**8** 64 × 35	**9** 75 × 28	**10** 43 × 15
11 42 × 96	**12** 40 × 88	**13** 57 × 64	**14** 96 × 70	**15** 61 × 54
16 82 × 27	**17** 26 × 45	**18** 82 × 34	**19** 63 × 36	**20** 35 × 27
21 20 × 16	**22** 41 × 30	**23** 98 × 20	**24** 36 × 79	**25** 28 × 49

Multi-Digit Multiplication

Name: _____

Multiply 2-digit numbers.

Form B

1 $\begin{array}{r} 12 \\ \times\ 53 \\ \hline \end{array}$	2 $\begin{array}{r} 86 \\ \times\ 11 \\ \hline \end{array}$	3 $\begin{array}{r} 55 \\ \times\ 43 \\ \hline \end{array}$	4 $\begin{array}{r} 23 \\ \times\ 15 \\ \hline \end{array}$	5 $\begin{array}{r} 12 \\ \times\ 83 \\ \hline \end{array}$
6 $\begin{array}{r} 11 \\ \times\ 66 \\ \hline \end{array}$	7 $\begin{array}{r} 94 \\ \times\ 25 \\ \hline \end{array}$	8 $\begin{array}{r} 46 \\ \times\ 53 \\ \hline \end{array}$	9 $\begin{array}{r} 37 \\ \times\ 62 \\ \hline \end{array}$	10 $\begin{array}{r} 78 \\ \times\ 18 \\ \hline \end{array}$
11 $\begin{array}{r} 24 \\ \times\ 96 \\ \hline \end{array}$	12 $\begin{array}{r} 14 \\ \times\ 85 \\ \hline \end{array}$	13 $\begin{array}{r} 74 \\ \times\ 36 \\ \hline \end{array}$	14 $\begin{array}{r} 97 \\ \times\ 40 \\ \hline \end{array}$	15 $\begin{array}{r} 41 \\ \times\ 56 \\ \hline \end{array}$
16 $\begin{array}{r} 92 \\ \times\ 57 \\ \hline \end{array}$	17 $\begin{array}{r} 63 \\ \times\ 45 \\ \hline \end{array}$	18 $\begin{array}{r} 52 \\ \times\ 27 \\ \hline \end{array}$	19 $\begin{array}{r} 84 \\ \times\ 29 \\ \hline \end{array}$	20 $\begin{array}{r} 99 \\ \times\ 34 \\ \hline \end{array}$
21 $\begin{array}{r} 50 \\ \times\ 26 \\ \hline \end{array}$	22 $\begin{array}{r} 74 \\ \times\ 30 \\ \hline \end{array}$	23 $\begin{array}{r} 89 \\ \times\ 40 \\ \hline \end{array}$	24 $\begin{array}{r} 36 \\ \times\ 29 \\ \hline \end{array}$	25 $\begin{array}{r} 98 \\ \times\ 90 \\ \hline \end{array}$

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 3-digit number by a 1-digit number.

Form A

1 513×2	2 120×3	3 612×4	4 711×5
5 460×3	6 325×7	7 940×5	8 518×3
9 105×9	10 862×4	11 728×5	12 429×6
13 123×7	14 256×8	15 908×9	16 381×2
17 712×3	18 923×3	19 752×7	20 310×6
21 304×6	22 502×5	23 837×6	24 604×8

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 3-digit number by a 1-digit number. **Form B**

1 $\begin{array}{r} 100 \\ \times\ 7 \\ \hline \end{array}$	2 $\begin{array}{r} 421 \\ \times\ 3 \\ \hline \end{array}$	3 $\begin{array}{r} 324 \\ \times\ 1 \\ \hline \end{array}$	4 $\begin{array}{r} 202 \\ \times\ 4 \\ \hline \end{array}$
5 $\begin{array}{r} 504 \\ \times\ 9 \\ \hline \end{array}$	6 $\begin{array}{r} 614 \\ \times\ 5 \\ \hline \end{array}$	7 $\begin{array}{r} 945 \\ \times\ 8 \\ \hline \end{array}$	8 $\begin{array}{r} 157 \\ \times\ 5 \\ \hline \end{array}$
9 $\begin{array}{r} 624 \\ \times\ 8 \\ \hline \end{array}$	10 $\begin{array}{r} 457 \\ \times\ 3 \\ \hline \end{array}$	11 $\begin{array}{r} 967 \\ \times\ 4 \\ \hline \end{array}$	12 $\begin{array}{r} 804 \\ \times\ 6 \\ \hline \end{array}$
13 $\begin{array}{r} 250 \\ \times\ 4 \\ \hline \end{array}$	14 $\begin{array}{r} 512 \\ \times\ 9 \\ \hline \end{array}$	15 $\begin{array}{r} 381 \\ \times\ 5 \\ \hline \end{array}$	16 $\begin{array}{r} 336 \\ \times\ 7 \\ \hline \end{array}$
17 $\begin{array}{r} 843 \\ \times\ 2 \\ \hline \end{array}$	18 $\begin{array}{r} 938 \\ \times\ 6 \\ \hline \end{array}$	19 $\begin{array}{r} 362 \\ \times\ 9 \\ \hline \end{array}$	20 $\begin{array}{r} 278 \\ \times\ 4 \\ \hline \end{array}$
21 $\begin{array}{r} 308 \\ \times\ 5 \\ \hline \end{array}$	22 $\begin{array}{r} 724 \\ \times\ 7 \\ \hline \end{array}$	23 $\begin{array}{r} 548 \\ \times\ 3 \\ \hline \end{array}$	24 $\begin{array}{r} 909 \\ \times\ 9 \\ \hline \end{array}$

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 4-digit number by a 1-digit number. **Form A**

1 5,213 × 2	2 6,120 × 4	3 5,332 × 3	4 5,201 × 4
5 4,360 × 5	6 7,025 × 3	7 1,945 × 6	8 3,518 × 7
9 2,075 × 9	10 4,208 × 6	11 7,528 × 2	12 5,299 × 3
13 1,234 × 7	14 2,048 × 5	15 9,088 × 3	16 8,301 × 8
17 7,302 × 4	18 9,423 × 2	19 7,526 × 4	20 4,610 × 6
21 3,604 × 8	22 5,902 × 9	23 8,637 × 6	24 6,804 × 5

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a 4-digit number by a 1-digit number. **Form B**

1 4,130 × 2	2 5,212 × 4	3 3,023 × 3	4 1,200 × 4
5 5,170 × 5	6 6,047 × 8	7 2,593 × 6	8 8,350 × 7
9 3,084 × 9	10 2,708 × 6	11 8,925 × 2	12 7,599 × 3
13 9,423 × 4	14 2,048 × 5	15 4,625 × 7	16 5,304 × 8
17 2,730 × 3	18 9,067 × 2	19 7,199 × 4	20 5,402 × 7
21 6,521 × 8	22 3,207 × 9	23 8,022 × 6	24 4,635 × 5

Multi-Digit Multiplication—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. $6 \times 11 =$ _____
2. $6 \times 101 =$ _____
3. $6 \times 1{,}001 =$ _____
4. $7 \times 11 =$ _____
5. $7 \times 101 =$ _____
6. $7 \times 1{,}001 =$ _____
7. $8 \times 11 =$ _____
8. $8 \times 101 =$ _____
9. $8 \times 1{,}001 =$ _____
10. $9 \times 11 =$ _____
11. $9 \times 101 =$ _____
12. $9 \times 1{,}001 =$ _____

Set B

1. 22×3
2. 202×3
3. $2{,}002 \times 3$
4. 22×4
5. 202×4
6. $2{,}002 \times 4$
7. 22×5
8. 202×5
9. $2{,}002 \times 5$

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

_____

_____

_____

Multi-Digit Multiplication—Repeated Reasoning

Name: _____

Find patterns multiplying by 98 and 99.

Set A

1 99×2	2 99×3	3 99×4
4 199×2	5 199×3	6 199×4
7 299×2	8 299×3	9 299×4

Set B

1 98×2	2 98×3	3 98×4
4 198×2	5 198×3	6 198×4
7 298×2	8 298×3	9 298×4

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

_____

_____

_____

Multi-Digit Multiplication—Repeated Reasoning

Name: _____

Find patterns multiplying by near-hundreds.

Set A

1 101×2	2 102×2	3 103×2
4 101×3	5 102×3	6 103×3
7 101×4	8 102×4	9 103×4

Set B

1 202×2	2 202×3	3 202×4
4 203×2	5 203×3	6 203×4
7 204×2	8 204×3	9 204×4

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

_____

_____

_____

Multi-Digit Division—Skills Practice

Name: _____

Divide 2-digit dividends.

Form A

1. $3\overline{)81}$
2. $4\overline{)52}$
3. $5\overline{)90}$
4. $2\overline{)78}$
5. $6\overline{)85}$
6. $9\overline{)63}$
7. $3\overline{)92}$
8. $7\overline{)81}$
9. $2\overline{)73}$
10. $5\overline{)70}$
11. $8\overline{)99}$
12. $4\overline{)95}$
13. $9\overline{)98}$
14. $3\overline{)99}$
15. $6\overline{)38}$
16. $5\overline{)95}$
17. $7\overline{)87}$
18. $8\overline{)62}$
19. $4\overline{)82}$
20. $2\overline{)87}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 2-digit dividends.

Form B

1. $2\overline{)54}$
2. $3\overline{)50}$
3. $4\overline{)34}$
4. $5\overline{)55}$
5. $6\overline{)77}$
6. $7\overline{)91}$
7. $8\overline{)97}$
8. $9\overline{)95}$
9. $2\overline{)89}$
10. $3\overline{)94}$
11. $4\overline{)83}$
12. $5\overline{)78}$
13. $6\overline{)90}$
14. $7\overline{)50}$
15. $8\overline{)80}$
16. $9\overline{)87}$
17. $2\overline{)38}$
18. $3\overline{)94}$
19. $4\overline{)99}$
20. $5\overline{)94}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-digit dividends.

Form A

1. $3\overline{)642}$
2. $4\overline{)328}$
3. $5\overline{)745}$
4. $2\overline{)563}$
5. $9\overline{)918}$
6. $6\overline{)905}$
7. $5\overline{)844}$
8. $7\overline{)498}$
9. $8\overline{)407}$
10. $3\overline{)975}$
11. $2\overline{)416}$
12. $4\overline{)592}$
13. $6\overline{)693}$
14. $5\overline{)457}$
15. $3\overline{)860}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-digit dividends.

Form B

1. $3\overline{)741}$
2. $4\overline{)508}$
3. $5\overline{)354}$
4. $2\overline{)705}$
5. $7\overline{)936}$
6. $6\overline{)648}$
7. $5\overline{)820}$
8. $7\overline{)149}$
9. $8\overline{)916}$
10. $3\overline{)960}$
11. $2\overline{)613}$
12. $4\overline{)887}$
13. $6\overline{)738}$
14. $5\overline{)432}$
15. $3\overline{)722}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 4-digit dividends.

Form A

1. $3\overline{)6,933}$
2. $4\overline{)1,304}$
3. $5\overline{)1,234}$
4. $2\overline{)7,350}$
5. $7\overline{)1,589}$
6. $6\overline{)1,574}$
7. $5\overline{)2,648}$
8. $3\overline{)2,845}$
9. $8\overline{)6,014}$
10. $3\overline{)8,574}$
11. $2\overline{)5,318}$
12. $4\overline{)2,583}$
13. $6\overline{)3,754}$
14. $5\overline{)7,138}$
15. $3\overline{)5,002}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 4-digit dividends.

Form B

1. $3\overline{)4,392}$
2. $4\overline{)3,492}$
3. $5\overline{)4,206}$
4. $2\overline{)9,570}$
5. $7\overline{)2,958}$
6. $6\overline{)5,241}$
7. $5\overline{)8,065}$
8. $3\overline{)4,639}$
9. $8\overline{)1,854}$
10. $3\overline{)5,740}$
11. $2\overline{)7,356}$
12. $4\overline{)3,820}$
13. $6\overline{)4,523}$
14. $5\overline{)6,148}$
15. $3\overline{)2,005}$

Multi-Digit Division—Repeated Reasoning

Name: _____

Find patterns in quotients.

Set A

1. 404 ÷ 1 = _____
2. 404 ÷ 2 = _____
3. 404 ÷ 4 = _____
4. 606 ÷ 2 = _____
5. 606 ÷ 3 = _____
6. 606 ÷ 6 = _____
7. 808 ÷ 2 = _____
8. 808 ÷ 4 = _____
9. 808 ÷ 8 = _____
10. 909 ÷ 1 = _____
11. 909 ÷ 3 = _____
12. 909 ÷ 9 = _____

Set B

1. $1\overline{)1{,}212}$
2. $2\overline{)1{,}212}$
3. $3\overline{)1{,}212}$
4. $4\overline{)1{,}212}$
5. $6\overline{)1{,}212}$
6. $12\overline{)1{,}212}$
7. $4\overline{)2{,}424}$
8. $6\overline{)2{,}424}$
9. $12\overline{)2{,}424}$

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

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