ERIE'S PUBLIC SCHOOLS

March 16, 2020

Hello EPS student (Grade 5),

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?

"Don't be afraid." That's what Ruby Bridges's mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court **marshals,** or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.

AP Images

Ruby Bridges enters her school in 1960.

Ruby held her head high. With the marshals surrounding her, the 6-year-old walked into the school and into history books. That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Dividing Lines

For a long time, parts of the United States were **segregated,** or separated by race. Under law, black children could not attend the same public schools as white children. People of different races also had to use separate public restrooms and drinking fountains.

U.S. leaders worked hard to end segregation. They wanted all Americans to have **civil rights.** Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was *Brown v. Board of Education.*

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court's ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

School Days

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn't make it to class. From the principal's office, Ruby watched as angry parents pulled their children out of school.

On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry's only student. The pair worked one-on-one for the whole year. "Mrs. Henry was one of the nicest teachers I ever had," Bridges told *WR News.* "She made school fun for me."

AP Images

Bridges was reunited with teacher Barbara Henry (left) in 1998.

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights.

By the end of the year, crowds began to **dwindle,** or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned.

Building Bridges

By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans' right to seek jobs.

Bridges never had to attend a segregated school. She graduated from high school and continued her studies in business school.

Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

"I wasn't really afraid," Bridges told *WR News.* "I didn't really know what was going on at the time, and I loved school."

The Little Rock Nine

The Commercial Appeal/Landov

The Caption

Before Ruby Bridges, there was the Little Rock Nine. They were nine African American students in Little Rock, Arkansas. On Sept. 4, 1957, the students attempted to begin classes at the all-white Central High School. But the governor of Arkansas and the angry mobs surrounding the school prevented them from entering.

Finally, President Dwight D. Eisenhower took action. He sent U.S. troops to protect the students, and they finally began classes. High school was far from easy for the group, but some of them went on to graduate. In 1999, Congress awarded the Little Rock Nine the Congressional Gold Medal for their bravery.

How Ruby Made History

Jay Clendenin/Aurora Photos

How does it feel to make history? *WR News* student reporter Kaelin Ray recently asked Ruby Bridges.

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

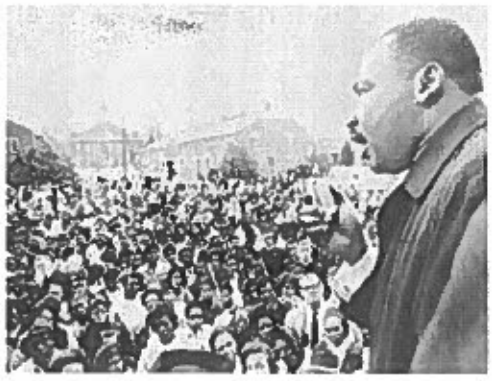
KR: What was your first day at William Frantz Public School like?
RB: My first day I spent sitting in the principal's office, so it was very confusing.

KR: What was it like to meet your teacher, Mrs. Henry, again many years later?
RB: I was really, really excited about meeting her again because she [was] a very important part of my life that had been missing for a long time.

Honoring King

Americans pay tribute to a leader's legacy.

For many Americans, Martin Luther King Jr. Day isn't just a "day off" from school or work. They will make it a "day on" and participate in community service projects in honor of Martin Luther King Jr. Day.



Library of Congress

The Rev. Dr. Martin Luther King addresses a group of followers.

A Great Leader

King (1929-1968) was a famous **civil rights** leader. When King was growing up, the South was **segregated,** or separated by race. Black people did not have the same rights as white people. Under the law, they were not allowed to attend the same schools as white people and had to sit in the back seats of buses. Black people also had to use separate restrooms and drinking fountains.

When King was older, he worked to change those unjust laws. During the 1950s and 1960s, he gave speeches and organized peaceful marches and protests. Beginning in 1955, King led the famous Montgomery bus boycott. For 381 days, African Americans **boycotted,** or refused to use, public buses in the Alabama city. A year later, the U.S. Supreme Court ruled that segregation on buses was illegal.

King gained national attention from the boycott and, in 1963, delivered his famous "I Have a Dream" speech. He told a crowd of more than 200,000 people in Washington, D.C., that his dream was for all people to be treated fairly and equally under the law. As a result of his work,

civil rights laws were passed. Those laws protect the rights of all Americans.

A Day of Service

Many people celebrate King's **legacy** on Martin Luther King Jr. Day with parades and other events. The legacy of a leader is something he or she has accomplished that would benefit future generations. For King, that meant making the world a better place. Thousands more honor King by cleaning parks, volunteering at homeless shelters, and participating in other community service projects.

"Everybody can be great because everybody can serve," King once said. By taking part in community service projects, Americans are able to keep this leader's dream alive.

A Civil Rights Hero: Martin Luther King Jr.

January 15, 1929:

Born in Atlanta, Georgia

August 28, 1963:

Delivers his "I Have a Dream" speech in Washington, D.C.

December 10, 1964:

Becomes the youngest person to receive the Nobel Peace Prize

April 4, 1968:

Is assassinated in Memphis, Tennessee

January 20, 1986:

Martin Luther King Jr. Day first Observed as a national holiday

Name: _____ Date: _____

Use the article "Honoring King" to answer questions 1 to 2.

1. What was Martin Luther King Jr.'s dream, according to his famous speech?

2. A legacy is something valuable left by a person when he or she dies. What is Martin Luther King Jr.'s legacy?

Use the article "Walking Tall" to answer questions 3 to 4.

3. Ruby Bridges was one of the first African Americans to do what?

4. Civil rights are the rights of citizens to be treated equally. How have Ruby Bridges's actions supported civil rights? Make sure to discuss her actions both as a child and as an adult in your answer.

Use the articles "Honoring King" and "Walking Tall" to answer questions 5 to 6

5. What did both Martin Luther King Jr. and Ruby Bridges believe in and support? Use information from both articles to support your answer.

6. Think about what "Honoring King" tells you about Martin Luther King Jr.'s legacy. What might Ruby Bridges's legacy be? Support your answer with information from one or both articles.

Civil Rights on a City Bus

by ReadWorks

On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also

became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go-some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

> People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

A Tale of Segregation: Fetching Water

The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still brings tears to the eyes of William Minner . . .

"We had stopped at a spring. It was a very popular place that both blacks and whites would go to get water. We had waited there for about 30 minutes. But the people ahead of us, they were all white. When we had reached our turn, two white men grabbed my dad. They told him that he'd have to wait until all of the white people were finished. Dad said, 'We'll get our water another day or we'll come back.' They wouldn't let my dad leave. They said, 'You're going to stay here, and when all of the good white people have gotten their water, and when everyone is gone, then you can do what you want to.' When all the white people finished getting their water, Dad got his water. I remember him telling me, 'What you saw there was real hatred and prejudice. But this is not going to be forever . . . there's gonna come a day when this won't be anymore.'"

Name: _____ Date: _____

Use the article "Civil Rights on a City Bus" to answer questions 1 to 2.

1. What did a bus driver order Rosa Parks and the rest of the black passengers in her row to do when a white man boarded the bus and there was nowhere for him to sit?

_____

_____

_____

2. Why might the bus driver have told Rosa Parks and the black passengers in her row to stand instead of telling the white man to stand? Support your answer with information from the article.

_____

_____

_____

Use the article "A Tale of Segregation: Fetching Water" to answer questions 3 to 4

3. What did two white men tell William Minner's dad when his turn had come to get water at the spring?

4. Read these sentences from the article: "When all the white people finished getting their water, Dad got his water. I remember him telling me, 'What you saw there was real hatred and prejudice.'"

What evidence from the text supports this statement of William Minner's dad?

Use the articles "Civil Rights on a City Bus" and "A Tale of Segregation: Fetching Water" to answer questions 5 to 6.

5. Compare Rosa Parks's experience on a bus on December 1st, 1955 with the experience of William Minner's dad at a spring near Spiro, Oklahoma.

6. Was what happened to Rosa Parks on the bus that day an example of "real hatred and prejudice"? Support your answer with information from both articles.

Fluency Table of Contents

Multi-Digit Addition—Skills Practice

Name: _____

Add within 1,000,000. **Form A**

1. 4,699 + 209
2. 733,633 + 5,678
3. 5,050 + 5,049
4. 35,009 + 21,991
5. 123,321 + 987
6. 806,515 + 14,372
7. 97,342 + 728
8. 150,225 + 145,225
9. 28,403 + 26,910
10. 5,146 + 5,915
11. 915,412 + 15,412
12. 42,963 + 8,825
13. 188,888 + 222,222
14. 670,780 + 9,564
15. 16,275 + 36,334
16. 7,741 + 2,260
17. 10,864 + 864
18. 642,002 + 80,999
19. 22,987 + 44,789
20. 47,247 + 8,747

Multi-Digit Addition—Skills Practice

Name: _____

Add within 1,000,000. **Form B**

1 3,597 + 307	2 644,544 + 4,567	3 2,020 + 8,019	4 42,991 + 12,009
5 234,432 + 876	6 705,626 + 25,261	7 64,751 + 429	8 205,336 + 204,336
9 17,210 + 15,801	10 8,924 + 8,157	11 749,241 + 49,241	12 53,854 + 9,945
13 133,333 + 777,777	14 908,847 + 1,780	15 28,764 + 18,145	16 6,632 + 3,370
17 22,552 + 552	18 430,999 + 70,004	19 33,678 + 11,876	20 76,356 + 7,626

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 1,000,000. **Form A**

1 11,223 − 311	2 2,123 − 1,321	3 432,765 − 43,276	4 80,449 − 24,085
5 184,234 − 93,517	6 319,019 − 9,416	7 62,626 − 6,262	8 37,740 − 18,870
9 7,347 − 5,182	10 956,201 − 524,110	11 476,747 − 9,696	12 535 − 353
13 90,000 − 1,234	14 37,665 − 776	15 215,451 − 8,795	16 52,252 − 50,992
17 602,602 − 444,444	18 5,702 − 2,915	19 877,007 − 525	20 13,579 − 2,846

Multi-Digit Subtraction—Skills Practice

Name: _____

Subtract within 1,000,000. **Form B**

1 $\begin{array}{r} 13{,}445 \\ -\ 522 \\ \hline \end{array}$	2 $\begin{array}{r} 8{,}789 \\ -\ 7{,}987 \\ \hline \end{array}$	3 $\begin{array}{r} 654{,}631 \\ -\ 65{,}432 \\ \hline \end{array}$	4 $\begin{array}{r} 70{,}338 \\ -\ 13{,}074 \\ \hline \end{array}$
5 $\begin{array}{r} 162{,}478 \\ -\ 81{,}759 \\ \hline \end{array}$	6 $\begin{array}{r} 518{,}018 \\ -\ 8{,}515 \\ \hline \end{array}$	7 $\begin{array}{r} 71{,}717 \\ -\ 7{,}171 \\ \hline \end{array}$	8 $\begin{array}{r} 51{,}120 \\ -\ 25{,}560 \\ \hline \end{array}$
9 $\begin{array}{r} 6{,}536 \\ -\ 5{,}372 \\ \hline \end{array}$	10 $\begin{array}{r} 833{,}021 \\ -\ 312{,}110 \\ \hline \end{array}$	11 $\begin{array}{r} 596{,}454 \\ -\ 9{,}393 \\ \hline \end{array}$	12 $\begin{array}{r} 626 \\ -\ 262 \\ \hline \end{array}$
13 $\begin{array}{r} 70{,}000 \\ -\ 2{,}345 \\ \hline \end{array}$	14 $\begin{array}{r} 28{,}776 \\ -\ 887 \\ \hline \end{array}$	15 $\begin{array}{r} 437{,}673 \\ -\ 9{,}895 \\ \hline \end{array}$	16 $\begin{array}{r} 32{,}131 \\ -\ 30{,}881 \\ \hline \end{array}$
17 $\begin{array}{r} 501{,}501 \\ -\ 333{,}333 \\ \hline \end{array}$	18 $\begin{array}{r} 6{,}803 \\ -\ 4{,}806 \\ \hline \end{array}$	19 $\begin{array}{r} 966{,}006 \\ -\ 414 \\ \hline \end{array}$	20 $\begin{array}{r} 14{,}568 \\ -\ 3{,}725 \\ \hline \end{array}$

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply. **Form A**

1. 205×33
2. $6{,}660 \times 70$
3. 378×12
4. $1{,}221 \times 91$
5. $5{,}062 \times 25$
6. 829×62
7. 116×46
8. $7{,}256 \times 56$
9. 444×99
10. $3{,}136 \times 14$
11. $2{,}222 \times 55$
12. 761×80
13. 530×28
14. 142×222
15. 875×305
16. 250×250

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply.

Form B

1. 305 × 22

2. 7,770 × 60

3. 178 × 32

4. 2,332 × 91

5. 6,052 × 25

6. 629 × 82

7. 114 × 44

8. 5,256 × 76

9. 555 × 99

10. 1,136 × 34

11. 4,444 × 55

12. 861 × 70

13. 230 × 58

14. 142 × 111

15. 375 × 805

16. 125 × 125

Multi-Digit Division—Skills Practice

Name: _____

Divide 3- and 4-digit dividends with mental math on some steps. **Form A**

1. $11\overline{)396}$

2. $20\overline{)6,040}$

3. $50\overline{)650}$

4. $21\overline{)1,575}$

5. $25\overline{)1,075}$

6. $40\overline{)760}$

7. $70\overline{)1,610}$

8. $22\overline{)968}$

9. $12\overline{)2,928}$

10. $31\overline{)961}$

11. $20\overline{)520}$

12. $30\overline{)3,360}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3- and 4-digit dividends with mental math on some steps. **Form B**

1 $11\overline{)286}$

2 $20\overline{)8,100}$

3 $50\overline{)850}$

4 $21\overline{)1,155}$

5 $25\overline{)1,150}$

6 $40\overline{)560}$

7 $60\overline{)1,380}$

8 $22\overline{)792}$

9 $12\overline{)1,464}$

10 $31\overline{)992}$

11 $20\overline{)540}$

12 $30\overline{)6,330}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-, 4-, and 5-digit dividends with mental math on some steps. **Form A**

1. $50\overline{)950}$

2. $20\overline{)8,100}$

3. $21\overline{)672}$

4. $31\overline{)2,294}$

5. $22\overline{)1,782}$

6. $11\overline{)605}$

7. $30\overline{)780}$

8. $25\overline{)5,575}$

9. $25\overline{)10,625}$

10. $50\overline{)71,600}$

11. $50\overline{)26,600}$

12. $20\overline{)66,660}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-, 4-, and 5-digit dividends with mental math on some steps. **Form B**

1 $50\overline{)850}$

2 $20\overline{)6,100}$

3 $21\overline{)462}$

4 $31\overline{)1,674}$

5 $22\overline{)2,002}$

6 $11\overline{)715}$

7 $30\overline{)720}$

8 $25\overline{)8,350}$

9 $25\overline{)11,250}$

10 $50\overline{)61,700}$

11 $50\overline{)26,150}$

12 $20\overline{)44,440}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-, 4-, and 5-digit dividends.

Form A

1. $72\overline{)648}$

2. $30\overline{)2{,}880}$

3. $58\overline{)5{,}974}$

4. $18\overline{)828}$

5. $23\overline{)759}$

6. $40\overline{)960}$

7. $86\overline{)4{,}472}$

8. $12\overline{)7{,}632}$

9. $22\overline{)40{,}766}$

10. $15\overline{)10{,}875}$

11. $64\overline{)23{,}296}$

12. $20\overline{)91{,}340}$

Multi-Digit Division—Skills Practice

Name: _____

Divide 3-, 4-, and 5-digit dividends. **Form B**

1. $74\overline{)592}$

2. $30\overline{)2,580}$

3. $56\overline{)5,936}$

4. $16\overline{)768}$

5. $33\overline{)825}$

6. $60\overline{)840}$

7. $88\overline{)4,488}$

8. $12\overline{)7,872}$

9. $42\overline{)59,010}$

10. $15\overline{)10,125}$

11. $62\overline{)21,452}$

12. $20\overline{)93,560}$

Multi-Digit Division—Repeated Reasoning

Name: _____

Find patterns with zeros.

Set A

1. $80\overline{)800}$
2. $80\overline{)8{,}000}$
3. $80\overline{)80{,}000}$
4. $40\overline{)800}$
5. $40\overline{)8{,}000}$
6. $40\overline{)80{,}000}$
7. $20\overline{)800}$
8. $20\overline{)8{,}000}$
9. $20\overline{)80{,}000}$

Set B

1. $200\overline{)8{,}000}$
2. $400\overline{)8{,}000}$
3. $800\overline{)8{,}000}$
4. $20\overline{)8{,}000}$
5. $40\overline{)8{,}000}$
6. $80\overline{)8{,}000}$
7. $2\overline{)8{,}000}$
8. $4\overline{)8{,}000}$
9. $8\overline{)8{,}000}$

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

_____

_____

_____

Multi-Digit Division—Repeated Reasoning

Name: _____

Find patterns in dividing by 25 or 50.

Set A

1. $20\overline{)100}$
2. $25\overline{)100}$
3. $50\overline{)100}$
4. $20\overline{)200}$
5. $25\overline{)200}$
6. $50\overline{)200}$
7. $20\overline{)300}$
8. $25\overline{)300}$
9. $50\overline{)300}$

Set B

1. $20\overline{)1{,}100}$
2. $25\overline{)1{,}100}$
3. $50\overline{)1{,}100}$
4. $20\overline{)1{,}200}$
5. $25\overline{)1{,}200}$
6. $50\overline{)1{,}200}$
7. $20\overline{)1{,}300}$
8. $25\overline{)1{,}300}$
9. $50\overline{)1{,}300}$

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

_____

_____

_____

Decimal Addition—Skills Practice

Name: _____

Add decimals through hundredths. **Form A**

1. $0.8 + 0.4 =$ _____
2. $0.33 + 0.66 =$ _____
3. $68.14 + 0.51 =$ _____
4. $0.05 + 0.5 =$ _____
5. $200.02 + 100.1 =$ _____
6. $4.7 + 1.3 =$ _____
7. $7.6 + 7.12 =$ _____
8. $1.26 + 2.21 =$ _____
9. $80.39 + 80.01 =$ _____

10. $\begin{array}{r} 54.17 \\ +\ 4.92 \\ \hline \end{array}$
11. $\begin{array}{r} 1.91 \\ +\ 0.09 \\ \hline \end{array}$
12. $\begin{array}{r} 108.52 \\ +\ 258.01 \\ \hline \end{array}$
13. $\begin{array}{r} 55.22 \\ +\ 22.55 \\ \hline \end{array}$
14. $\begin{array}{r} 375.1 \\ +\ 525.7 \\ \hline \end{array}$
15. $\begin{array}{r} 0.6 \\ +\ 0.6 \\ \hline \end{array}$
16. $\begin{array}{r} 0.75 \\ +\ 0.45 \\ \hline \end{array}$
17. $\begin{array}{r} 9.24 \\ +\ 4.26 \\ \hline \end{array}$
18. $\begin{array}{r} 6.34 \\ +\ 3.6 \\ \hline \end{array}$
19. $\begin{array}{r} 549.99 \\ +\ 33.33 \\ \hline \end{array}$
20. $\begin{array}{r} 4.84 \\ +\ 1.82 \\ \hline \end{array}$
21. $\begin{array}{r} 48.4 \\ +\ 18.2 \\ \hline \end{array}$

Decimal Addition—Skills Practice

Name: _____

Add decimals through hundredths. **Form B**

1. 0.5 + 0.8 = _____
2. 0.22 + 0.77 = _____
3. 46.12 + 0.31 = _____
4. 0.09 + 0.9 = _____
5. 500.05 + 300.3 = _____
6. 6.2 + 1.8 = _____
7. 9.6 + 9.31 = _____
8. 2.36 + 3.32 = _____
9. 70.02 + 70.28 = _____

10. 64.23 + 4.86
11. 2.92 + 0.08
12. 209.71 + 389.02
13. 44.33 + 33.44
14. 250.5 + 550.2
15. 0.7 + 0.7
16. 0.75 + 0.65
17. 8.13 + 4.17
18. 5.42 + 4.5
19. 329.99 + 22.22
20. 2.52 + 1.92
21. 25.2 + 19.2

Decimal Addition—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. 0.99 + 0.01 = _____
2. 2.99 + 3.01 = _____
3. 0.98 + 0.02 = _____
4. 2.98 + 3.02 = _____
5. 0.97 + 0.03 = _____
6. 2.97 + 3.03 = _____
7. 10.99 + 0.01 = _____
8. 20.99 + 30.01 = _____
9. 10.98 + 0.02 = _____
10. 20.98 + 30.02 = _____
11. 10.97 + 0.03 = _____
12. 20.97 + 30.03 = _____

Set B

1. 0.99 + 0.01
2. 2.99 + 3.01
3. 50.99 + 40.01
4. 0.99 + 0.02
5. 2.99 + 3.02
6. 50.99 + 40.02
7. 0.99 + 0.03
8. 2.99 + 3.03
9. 50.99 + 40.03

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

_____

_____

_____

Decimal Subtraction—Skills Practice

Name: _____

Subtract decimals through hundredths. **Form A**

1. $25.25 - 0.11 =$ _____
2. $0.4 - 0.04 =$ _____
3. $200.4 - 100.04 =$ _____
4. $0.7 - 0.5 =$ _____
5. $70.18 - 10.09 =$ _____
6. $9.5 - 9.05 =$ _____
7. $3.42 - 1.32 =$ _____
8. $0.88 - 0.33 =$ _____
9. $1.25 - 0.75 =$ _____

10. $\begin{array}{r} 1.42 \\ -\ 0.43 \\ \hline \end{array}$
11. $\begin{array}{r} 1.6 \\ -\ 0.8 \\ \hline \end{array}$
12. $\begin{array}{r} 352.52 \\ -\ 108.08 \\ \hline \end{array}$
13. $\begin{array}{r} 4.36 \\ -\ 3.6 \\ \hline \end{array}$
14. $\begin{array}{r} 725.7 \\ -\ 175.2 \\ \hline \end{array}$
15. $\begin{array}{r} 9.36 \\ -\ 5.36 \\ \hline \end{array}$
16. $\begin{array}{r} 99.88 \\ -\ 88.77 \\ \hline \end{array}$
17. $\begin{array}{r} 99.88 \\ -\ 88.99 \\ \hline \end{array}$
18. $\begin{array}{r} 59.1 \\ -\ 25.8 \\ \hline \end{array}$
19. $\begin{array}{r} 5.91 \\ -\ 2.58 \\ \hline \end{array}$
20. $\begin{array}{r} 802.11 \\ -\ 22.22 \\ \hline \end{array}$
21. $\begin{array}{r} 65.62 \\ -\ 2.81 \\ \hline \end{array}$

Decimal Subtraction—Skills Practice

Name: _____

Subtract decimals through hundredths. **Form B**

1. $92.92 - 0.11 =$ _____
2. $0.5 - 0.05 =$ _____
3. $400.5 - 200.05 =$ _____
4. $0.8 - 0.2 =$ _____
5. $50.14 - 10.07 =$ _____
6. $3.2 - 3.02 =$ _____
7. $4.46 - 2.26 =$ _____
8. $0.66 - 0.22 =$ _____
9. $1.25 - 0.5 =$ _____

10. $\begin{array}{r} 1.61 \\ -\ 0.62 \\ \hline \end{array}$
11. $\begin{array}{r} 2.4 \\ -\ 1.2 \\ \hline \end{array}$
12. $\begin{array}{r} 591.91 \\ -\ 203.03 \\ \hline \end{array}$
13. $\begin{array}{r} 6.58 \\ -\ 5.8 \\ \hline \end{array}$
14. $\begin{array}{r} 955.9 \\ -\ 295.3 \\ \hline \end{array}$
15. $\begin{array}{r} 4.72 \\ -\ 1.72 \\ \hline \end{array}$
16. $\begin{array}{r} 77.66 \\ -\ 66.55 \\ \hline \end{array}$
17. $\begin{array}{r} 77.66 \\ -\ 66.77 \\ \hline \end{array}$
18. $\begin{array}{r} 89.1 \\ -\ 33.6 \\ \hline \end{array}$
19. $\begin{array}{r} 8.91 \\ -\ 3.36 \\ \hline \end{array}$
20. $\begin{array}{r} 603.22 \\ -\ 33.33 \\ \hline \end{array}$
21. $\begin{array}{r} 43.48 \\ -\ 1.74 \\ \hline \end{array}$

Decimal Subtraction—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. $1 - 0.01 =$ _____
2. $1 - 0.02 =$ _____
3. $2 - 1.01 =$ _____
4. $2 - 1.02 =$ _____
5. $3 - 2.01 =$ _____
6. $3 - 2.02 =$ _____
7. $11 - 10.01 =$ _____
8. $11 - 10.02 =$ _____
9. $12 - 11.01 =$ _____
10. $12 - 11.02 =$ _____
11. $13 - 12.01 =$ _____
12. $13 - 12.02 =$ _____

Set B

1. $\begin{array}{r} 1.1 \\ -\ 1.01 \\ \hline \end{array}$
2. $\begin{array}{r} 51.1 \\ -\ 1.01 \\ \hline \end{array}$
3. $\begin{array}{r} 101.1 \\ -\ 1.01 \\ \hline \end{array}$
4. $\begin{array}{r} 2.1 \\ -\ 1.01 \\ \hline \end{array}$
5. $\begin{array}{r} 52.1 \\ -\ 1.01 \\ \hline \end{array}$
6. $\begin{array}{r} 102.1 \\ -\ 1.01 \\ \hline \end{array}$
7. $\begin{array}{r} 3.1 \\ -\ 1.01 \\ \hline \end{array}$
8. $\begin{array}{r} 53.1 \\ -\ 1.01 \\ \hline \end{array}$
9. $\begin{array}{r} 103.1 \\ -\ 1.01 \\ \hline \end{array}$

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

_____

_____

_____

Decimal Multiplication—Skills Practice

Name: _____

Multiply. **Form A**

1. $3 \times 0.6 =$ _____
2. $1.2 \times 1.2 =$ _____
3. $0.5 \times 4 =$ _____
4. $0.7 \times 0.2 =$ _____
5. $7 \times 0.02 =$ _____
6. $5.5 \times 0.1 =$ _____
7. $25 \times 0.01 =$ _____
8. $0.4 \times 0.08 =$ _____
9. $0.09 \times 10 =$ _____

10. $\begin{array}{r} 3.7 \\ \times\ 0.4 \\ \hline \end{array}$
11. $\begin{array}{r} 1.8 \\ \times\ 4 \\ \hline \end{array}$
12. $\begin{array}{r} 6.12 \\ \times\ 0.5 \\ \hline \end{array}$
13. $\begin{array}{r} 3.06 \\ \times\ 2 \\ \hline \end{array}$
14. $\begin{array}{r} 0.31 \\ \times\ 0.6 \\ \hline \end{array}$
15. $\begin{array}{r} 1.75 \\ \times\ 2.5 \\ \hline \end{array}$
16. $\begin{array}{r} 0.11 \\ \times\ 14 \\ \hline \end{array}$
17. $\begin{array}{r} 4.1 \\ \times\ 5.2 \\ \hline \end{array}$
18. $\begin{array}{r} 3.33 \\ \times\ 2.2 \\ \hline \end{array}$
19. $\begin{array}{r} 33.3 \\ \times\ 0.22 \\ \hline \end{array}$
20. $\begin{array}{r} 0.5 \\ \times\ 15 \\ \hline \end{array}$
21. $\begin{array}{r} 11.1 \\ \times\ 0.09 \\ \hline \end{array}$

Decimal Multiplication—Skills Practice

Name: _____

Multiply. **Form B**

1. $4 \times 0.4 =$ _____
2. $1.1 \times 1.1 =$ _____
3. $0.5 \times 6 =$ _____
4. $0.6 \times 0.2 =$ _____
5. $6 \times 0.02 =$ _____
6. $8.8 \times 0.1 =$ _____
7. $15 \times 0.01 =$ _____
8. $0.9 \times 0.04 =$ _____
9. $0.03 \times 10 =$ _____

10. 5.4×0.3
11. 1.3×5
12. 8.24×0.5
13. 4.12×2
14. 0.72×0.3
15. 1.25×7.5
16. 0.11×16
17. 6.2×5.1
18. 2.22×4.4
19. 22.2×0.44
20. 0.5×25
21. 11.1×0.08

Decimal Multiplication—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. $3 \times 0.1 =$ _____
2. $3 \times 0.01 =$ _____
3. $3 \times 0.2 =$ _____
4. $3 \times 0.02 =$ _____
5. $3 \times 0.3 =$ _____
6. $3 \times 0.03 =$ _____
7. $3 \times 0.4 =$ _____
8. $3 \times 0.04 =$ _____
9. $3 \times 0.5 =$ _____
10. $3 \times 0.05 =$ _____

Set B

1. 4×0.2
2. 0.4×0.2
3. 0.04×0.2
4. 8×0.2
5. 0.8×0.2
6. 0.08×0.2
7. 12×0.2
8. 1.2×0.2
9. 0.12×0.2

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

_____

_____

_____

_____

Decimal Division—Skills Practice

Name: _____

Divide decimals through hundredths. **Form A**

1. $3.2 \div 4 =$ _____
2. $12 \div 0.12 =$ _____
3. $2.8 \div 0.7 =$ _____
4. $0.9 \div 0.1 =$ _____
5. $6 \div 0.3 =$ _____
6. $1.15 \div 0.05 =$ _____
7. $1.32 \div 12 =$ _____
8. $1.32 \div 0.12 =$ _____
9. $0.8 \div 4 =$ _____
10. $1.04 \div 0.8 =$ _____
11. $3.6 \div 0.9 =$ _____
12. $30 \div 0.5 =$ _____
13. $24 \div 0.04 =$ _____
14. $1.2 \div 0.6 =$ _____
15. $1.2 \div 0.06 =$ _____
16. $0.15 \div 3 =$ _____
17. $3.33 \div 0.3 =$ _____
18. $28 \div 1.4 =$ _____
19. $1.05 \div 5 =$ _____
20. $1.05 \div 0.05 =$ _____
21. $0.49 \div 0.7 =$ _____
22. $0.8 \div 8 =$ _____
23. $4.4 \div 11 =$ _____
24. $0.36 \div 6 =$ _____

Decimal Division—Skills Practice

Name: _____

Divide decimals through hundredths. **Form B**

1. $2.4 \div 6 =$ _____
2. $13 \div 0.13 =$ _____
3. $3.5 \div 0.7 =$ _____
4. $0.2 \div 0.1 =$ _____
5. $8 \div 0.4 =$ _____
6. $1.05 \div 0.05 =$ _____
7. $1.44 \div 12 =$ _____
8. $1.44 \div 0.12 =$ _____
9. $0.6 \div 2 =$ _____
10. $1.12 \div 0.8 =$ _____
11. $4.2 \div 0.7 =$ _____
12. $45 \div 0.5 =$ _____
13. $36 \div 0.09 =$ _____
14. $1.8 \div 0.6 =$ _____
15. $1.8 \div 0.06 =$ _____
16. $0.21 \div 3 =$ _____
17. $2.22 \div 0.2 =$ _____
18. $24 \div 1.2 =$ _____
19. $1.25 \div 5 =$ _____
20. $1.25 \div 0.05 =$ _____
21. $0.64 \div 0.8 =$ _____
22. $0.9 \div 9 =$ _____
23. $3.3 \div 11 =$ _____
24. $0.81 \div 9 =$ _____

Decimal Division—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. $12 \div 0.1 =$ _____
2. $60 \div 0.1 =$ _____
3. $12 \div 0.2 =$ _____
4. $60 \div 0.2 =$ _____
5. $12 \div 0.3 =$ _____
6. $60 \div 0.3 =$ _____
7. $12 \div 0.4 =$ _____
8. $60 \div 0.4 =$ _____
9. $12 \div 0.6 =$ _____
10. $60 \div 0.6 =$ _____

Set B

1. $0.2\overline{)2}$
2. $0.2\overline{)0.2}$
3. $0.2\overline{)0.02}$
4. $0.2\overline{)4}$
5. $0.2\overline{)0.4}$
6. $0.2\overline{)0.04}$
7. $0.2\overline{)6}$
8. $0.2\overline{)0.6}$
9. $0.2\overline{)0.06}$

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

_____

_____

_____

Fraction Addition—Skills Practice

Name: _____

Add fractions or mixed numbers. **Form A**

1. $2\frac{3}{10} + \frac{2}{5} =$ _____

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

3. $\frac{1}{2} + \frac{3}{8} =$ _____

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

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

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

7. $9\frac{2}{3} + \frac{5}{6} =$ _____

8. $\frac{11}{12} + 2\frac{3}{4} =$ _____

9. $2\frac{1}{2} + 1\frac{2}{5} =$ _____

10. $\frac{1}{4} + 1\frac{1}{3} =$ _____

11. $\frac{3}{4} + \frac{9}{10}$ = _____

12. $3\frac{7}{10} + 1\frac{1}{2}$ = _____

13. $2\frac{1}{4} + \frac{3}{8}$ = _____

Fraction Addition—Skills Practice

Name: _____

Add fractions or mixed numbers. **Form B**

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

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

3. $\frac{1}{2} + \frac{5}{12} =$ _____

4. $2\frac{9}{10} + 2\frac{1}{4} =$ _____

5. $1\frac{3}{8} + 1\frac{1}{6} =$ _____

6. $\frac{2}{3} + \frac{1}{8} =$ _____

7. $3\frac{7}{10} + \frac{4}{5} =$ _____

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

9. $4\frac{1}{4} + 3\frac{1}{3} =$ _____

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

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

12. $5\frac{5}{8} + 2\frac{3}{4}$ = _____

13. $3\frac{1}{2} + \frac{3}{10}$ = _____

Fraction Addition—Repeated Reasoning

Name: _____

Find regrouping patterns.

Set A

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

Set B

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

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

_____

_____

Fraction Subtraction—Skills Practice

Name: _____

Subtract fractions or mixed numbers.

Form A

1. $3\frac{3}{4} - \frac{3}{8} =$ _____

2. $\frac{4}{5} - \frac{2}{3} =$ _____

3. $4\frac{1}{10} - 1 =$ _____

4. $4\frac{1}{4} - 2\frac{5}{12} =$ _____

5. $2\frac{1}{2} - \frac{3}{5} =$ _____

6. $5\frac{1}{3} - 1\frac{1}{6} =$ _____

7. $3 - \frac{3}{8} =$ _____

8. $\frac{5}{6} - \frac{5}{8} =$ _____

9. $5\frac{3}{10} - 4\frac{1}{2} =$ _____

10. $3\frac{3}{5} - 1\frac{3}{4} =$ _____

11. $\begin{array}{r} 5 \\ -\,2\frac{1}{6} \\ \hline \end{array}$

12. $\begin{array}{r} 1\frac{1}{3} \\ -\,\frac{3}{12} \\ \hline \end{array}$

13. $\begin{array}{r} 3\frac{7}{8} \\ -\,2\frac{2}{3} \\ \hline \end{array}$

Fraction Subtraction—Skills Practice

Name: _____

Subtract fractions or mixed numbers.

Form B

1. $4\frac{11}{12} - \frac{5}{6} =$ _____

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

3. $5\frac{1}{8} - 4 =$ _____

4. $5\frac{1}{5} - 2\frac{7}{10} =$ _____

5. $3\frac{2}{3} - \frac{1}{2} =$ _____

6. $2\frac{5}{12} - 2\frac{1}{4} =$ _____

7. $2 - \frac{3}{5} =$ _____

8. $\frac{3}{4} - \frac{2}{3} =$ _____

9. $4 - 2\frac{5}{12} =$ _____

10. $4\frac{1}{6} - 2\frac{5}{8} =$ _____

11. $4 - 2\frac{5}{12}$ = _____

12. $2\frac{3}{4} - \frac{1}{12}$ = _____

13. $8\frac{3}{10} - 3\frac{1}{4}$ = _____

Fraction Subtraction—Repeated Reasoning

Name: _____

Find regrouping patterns.

Set A

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

Set B

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

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

_____

_____

_____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions and whole numbers. **Form A**

1. $2 \times \frac{3}{8} =$ _____
2. $4 \times \frac{2}{3} =$ _____
3. $\frac{1}{2} \times 5 =$ _____
4. $\frac{2}{5} \times 6 =$ _____
5. $7 \times \frac{3}{10} =$ _____
6. $3 \times \frac{1}{5} =$ _____
7. $3 \times \frac{5}{8} =$ _____
8. $\frac{3}{4} \times 2 =$ _____
9. $\frac{2}{3} \times 2 =$ _____
10. $6 \times \frac{3}{5} =$ _____
11. $\frac{1}{6} \times 3 =$ _____
12. $4 \times \frac{4}{5} =$ _____
13. $\frac{7}{8} \times 5 =$ _____
14. $9 \times \frac{1}{3} =$ _____
15. $\frac{1}{20} \times 10 =$ _____
16. $8 \times \frac{1}{8} =$ _____
17. $\frac{5}{12} \times 4 =$ _____
18. $12 \times \frac{3}{4} =$ _____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions and whole numbers. **Form B**

1. $\frac{3}{8} \times 3 =$ _____
2. $\frac{2}{3} \times 6 =$ _____
3. $9 \times \frac{1}{2} =$ _____
4. $\frac{2}{5} \times 5 =$ _____
5. $\frac{3}{10} \times 3 =$ _____
6. $2 \times \frac{1}{5} =$ _____
7. $2 \times \frac{5}{8} =$ _____
8. $\frac{3}{4} \times 3 =$ _____
9. $4 \times \frac{2}{3} =$ _____
10. $\frac{3}{5} \times 8 =$ _____
11. $4 \times \frac{1}{6} =$ _____
12. $\frac{4}{5} \times 5 =$ _____
13. $\frac{7}{8} \times 2 =$ _____
14. $6 \times \frac{1}{3} =$ _____
15. $\frac{1}{20} \times 5 =$ _____
16. $6 \times \frac{1}{6} =$ _____
17. $\frac{5}{12} \times 3 =$ _____
18. $8 \times \frac{3}{4} =$ _____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions by fractions. **Form A**

1. $\frac{3}{4} \times \frac{1}{4} =$ _____
2. $\frac{1}{5} \times \frac{1}{2} =$ _____
3. $\frac{2}{3} \times \frac{2}{5} =$ _____
4. $\frac{5}{12} \times \frac{1}{2} =$ _____
5. $\frac{3}{4} \times \frac{3}{8} =$ _____
6. $\frac{4}{5} \times \frac{5}{6} =$ _____
7. $\frac{7}{10} \times \frac{7}{10} =$ _____
8. $\frac{2}{3} \times \frac{2}{3} =$ _____
9. $\frac{9}{10} \times \frac{1}{2} =$ _____
10. $\frac{1}{3} \times \frac{1}{6} =$ _____
11. $\frac{5}{8} \times \frac{8}{5} =$ _____
12. $\frac{3}{10} \times \frac{3}{5} =$ _____
13. $\frac{3}{8} \times \frac{5}{8} =$ _____
14. $\frac{2}{5} \times \frac{4}{3} =$ _____
15. $\frac{1}{4} \times \frac{4}{1} =$ _____
16. $\frac{9}{10} \times \frac{3}{4} =$ _____
17. $\frac{1}{3} \times \frac{7}{10} =$ _____
18. $\frac{7}{8} \times \frac{2}{3} =$ _____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions by fractions.

Form B

1. $\frac{2}{5} \times \frac{1}{5} =$ _____
2. $\frac{1}{4} \times \frac{1}{2} =$ _____
3. $\frac{3}{5} \times \frac{3}{8} =$ _____
4. $\frac{5}{8} \times \frac{1}{2} =$ _____
5. $\frac{2}{3} \times \frac{2}{8} =$ _____
6. $\frac{3}{4} \times \frac{4}{5} =$ _____
7. $\frac{3}{10} \times \frac{3}{10} =$ _____
8. $\frac{5}{8} \times \frac{5}{8} =$ _____
9. $\frac{9}{12} \times \frac{1}{2} =$ _____
10. $\frac{1}{4} \times \frac{1}{2} =$ _____
11. $\frac{4}{5} \times \frac{5}{4} =$ _____
12. $\frac{2}{5} \times \frac{2}{3} =$ _____
13. $\frac{3}{10} \times \frac{7}{10} =$ _____
14. $\frac{5}{6} \times \frac{10}{8} =$ _____
15. $\frac{1}{6} \times \frac{6}{1} =$ _____
16. $\frac{7}{8} \times \frac{5}{6} =$ _____
17. $\frac{1}{12} \times \frac{2}{3} =$ _____
18. $\frac{3}{4} \times \frac{5}{8} =$ _____

Fraction Multiplication—Repeated Reasoning

Name: _____

Multiply by a unit fraction to find patterns.

Set A

1. $12 \div 2 =$ _____
2. $12 \times \frac{1}{2} = \frac{\square}{\square} =$ _____
3. $12 \div 3 =$ _____
4. $12 \times \frac{1}{3} = \frac{\square}{\square} =$ _____
5. $12 \div 4 =$ _____
6. $12 \times \frac{1}{4} = \frac{\square}{\square} =$ _____
7. $12 \div 6 =$ _____
8. $12 \times \frac{1}{6} = \frac{\square}{\square} =$ _____
9. $12 \div 12 =$ _____
10. $12 \times \frac{1}{12} = \frac{\square}{\square} =$ _____

Set B

1. $6 \div 6 =$ _____
2. $6 \times \frac{1}{6} = \frac{\square}{\square} =$ _____
3. $60 \div 60 =$ _____
4. $60 \times \frac{1}{60} = \frac{\square}{\square} =$ _____
5. $600 \div 600 =$ _____
6. $600 \times \frac{1}{600} = \frac{\square}{\square} =$ _____

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

_____

_____

_____

Fraction Division—Skills Practice

Name: _____

Divide a fraction by a whole number and divide a whole number by a fraction. **Form A**

1. $2 \div \frac{1}{3} =$ _____
2. $3 \div \frac{1}{2} =$ _____
3. $5 \div \frac{1}{5} =$ _____
4. $\frac{1}{3} \div 3 =$ _____
5. $\frac{1}{4} \div 5 =$ _____
6. $\frac{1}{5} \div 4 =$ _____
7. $3 \div \frac{1}{4} =$ _____
8. $4 \div \frac{1}{3} =$ _____
9. $6 \div \frac{1}{5} =$ _____
10. $\frac{1}{5} \div 2 =$ _____
11. $\frac{1}{3} \div 6 =$ _____
12. $\frac{1}{6} \div 3 =$ _____
13. $2 \div \frac{1}{6} =$ _____
14. $5 \div \frac{1}{4} =$ _____
15. $4 \div \frac{1}{5} =$ _____
16. $\frac{1}{5} \div 2 =$ _____
17. $\frac{1}{2} \div 5 =$ _____
18. $\frac{1}{3} \div 2 =$ _____

Fraction Division—Skills Practice

Name: _____

Divide a fraction by a whole number and divide a whole number by a fraction. **Form B**

1. $5 \div \frac{1}{3} =$ _____
2. $3 \div \frac{1}{5} =$ _____
3. $2 \div \frac{1}{2} =$ _____
4. $\frac{1}{2} \div 2 =$ _____
5. $\frac{1}{4} \div 2 =$ _____
6. $\frac{1}{2} \div 4 =$ _____
7. $2 \div \frac{1}{5} =$ _____
8. $5 \div \frac{1}{2} =$ _____
9. $4 \div \frac{1}{6} =$ _____
10. $\frac{1}{5} \div 5 =$ _____
11. $\frac{1}{6} \div 4 =$ _____
12. $\frac{1}{4} \div 6 =$ _____
13. $6 \div \frac{1}{3} =$ _____
14. $10 \div \frac{1}{2} =$ _____
15. $2 \div \frac{1}{10} =$ _____
16. $\frac{1}{2} \div 6 =$ _____
17. $\frac{1}{6} \div 2 =$ _____
18. $\frac{1}{8} \div 5 =$ _____

Fraction Division—Repeated Reasoning

Name: _____

Divide by a unit fraction to find patterns.

Set A

1. $6 \times 2 =$ _____
2. $6 \div \frac{1}{2} =$ _____
3. $6 \times 3 =$ _____
4. $6 \div \frac{1}{3} =$ _____
5. $6 \times$ _____ $= 24$
6. $6 \div \frac{\square}{\square} = 24$
7. $6 \times$ _____ $= 30$
8. $6 \div \frac{\square}{\square} = 30$
9. $6 \times$ _____ $= 36$
10. $6 \div \frac{\square}{\square} = 36$

Set B

1. $7 \times 10 =$ _____
2. $7 \div \frac{1}{10} =$ _____
3. $8 \times 10 =$ _____
4. $8 \div \frac{1}{10} =$ _____
5. $9 \times 10 =$ _____
6. $9 \div \frac{1}{10} =$ _____
7. $10 \times 10 =$ _____
8. $10 \div \frac{1}{10} =$ _____

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

_____

_____

_____