Lesson 1   Reteach

Subtract Mentally

When you subtract mentally, look for ways to make numbers easier to work with.

Break apart a number so the numbers end with the same digit.

Find $53 - 15$.

$53 - (13 + 2)$ Think of 15 as $13 + 2$.

Subtract the first part: $53 - 13 = 40$ Subtract the other part: $40 - 2 = 38$

Make a ten or hundred if a number ends with the digit 9.

Find $260 - 19$.

Add 1 to make a ten: $19 + 1 = 20$

Subtract: $260 - 20 = 240$

You subtracted 1 too many, so add 1 back: $240 + 1 = 241$
$260 - 19 = 241$

Mentally subtract in parts.

1. $84 - 37 =$ _____

2. $176 - 148 =$ _____

3. $103 - 24 =$ _____

4. $871 - 733 =$ _____

5. $264 - 207 =$ _____

6. $591 - 322 =$ _____

Make a 10 or 100 to subtract mentally.

7. $66 - 29 =$ _____

8. $130 - 89 =$ _____

9. $360 - 199 =$ _____

10. $97 - 39 =$ _____

11. $788 - 299 =$ _____

12. $521 - 499 =$ _____

Name _____ Date _____

Lesson 2   Reteach

Estimate Differences

To estimate a difference, round each number. Then subtract.

Round to the nearest **ten.**	Round to the nearest **hundred.**
$2{,}634 - 1{,}627$	$2{,}635 - 1{,}597$
↓ ↓	↓ ↓
$2{,}630 - 1{,}630 = 1{,}000$	$2{,}600 - 1{,}600 = 1{,}000$

Estimate. Round to the given place value.

1. tens;
  $291 - 125$
  ↓   ↓

_____ _____ _____

2. tens;
  $789 - 118$
  ↓   ↓

_____ _____ _____

3. hundreds;
  $685 - 193$
  ↓   ↓

_____ _____ _____

4. hundreds;
  $1{,}886 - 1{,}932$
  ↓   ↓

_____ _____ _____

5. hundreds;
  $3{,}809 - 3{,}485$
  ↓   ↓

_____ _____ _____

6. hundreds;
  $9{,}111 - 5{,}638$
  ↓   ↓

_____ _____ _____

Estimate each difference. Write the place value you rounded to.

7. $9{,}024 - 1{,}916$ _____

8. $7{,}072 - 5{,}872$ _____

9. $6{,}671 - 2{,}119$ _____

10. $6{,}401 - 4{,}229$ _____

Name _____ Date _____

Lesson 3   Reteach

Problem Solving   *(continued)*

**Tell whether an *estimate* or an *exact* answer is needed.
Then solve.**

1. On Saturday, Zachary's sister worked in the garden and planted 24 flowers. On Sunday, she planted 15 flowers. How many more flowers did she plant on Saturday than on Sunday?

_____

2. The Littleton Public Library gets 37 new magazines and 45 new books every week. In 3 weeks, about how many more books than magazines will they receive?

_____

3. There are enough seats for 55 students on the bus. Can all 35 boys and 28 girls ride the bus? How many more seats are needed for all the students?

_____

4. Raul cut 3 pieces of fabric. One piece was 12 inches long and another piece was 41 inches long. What length does Raul need to cut the third piece to have enough fabric for a project that needs 67 inches of fabric? Explain.

_____

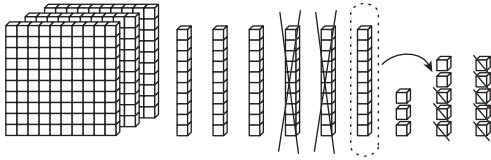**5.** About how many more minutes did Katie practice her guitar on Monday than on Friday?

Monday	24 minutes
Wednesday	17 minutes
Friday	12 minutes

_____
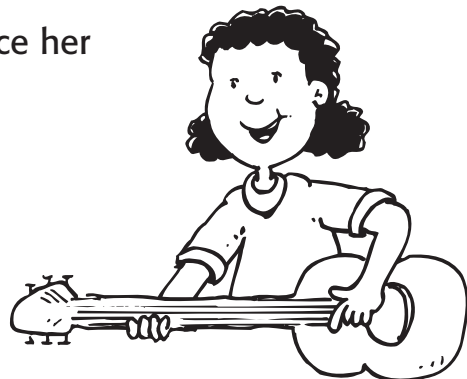
Lesson 5 Reteach

Subtract Three-Digit Numbers

You can use models to help you regroup when you subtract.

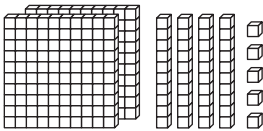$$\begin{array}{r} \overset{5\ \ 13}{3\cancel{6}\cancel{3}} \\ -\ 28 \\ \hline 335 \end{array}$$
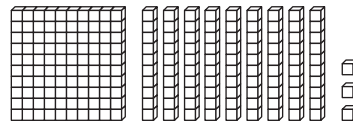
Remember:

- Regroup 1 ten as 10 ones.
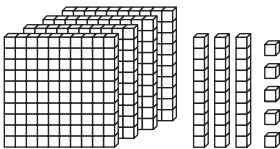- Rename 63 as 5 tens 13 ones.

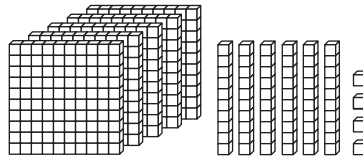---

Use models to subtract.

1. 245 − 19 = _____

2. 193 − 44 = _____

3. 435 − 219 = _____

4. 564 − 228 = _____

5. 740 − 426 = _____
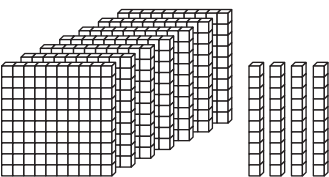
6. 335 − 127 = _____
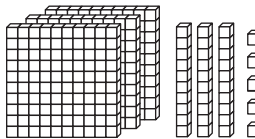
Subtract. Check your answer.

7. 962 − 722 = _____   **8.** 681 − 361 = _____   **9.** 750 − 136 = _____

10. 635 − 219 = _____   **11.** 865 − 839 = _____   **12.** 942 − 927 = _____

Name _____ Date _____

Lesson 6   Reteach

Subtract Four-Digit Numbers

Find 6,426 − 3,278.

Subtract the ones.
Regroup if necessary.
2 tens 6 ones = 1 ten 16 ones

Subtract the tens.
Regroup if necessary.
4 hundreds 1 ten = 3 hundreds 11 tens

Thousands	Hundreds	Tens	Ones
		11	
	3	⚆	16
6	4̶	2̶	6̶
− 3	2	7	8
3	1	4	8

Subtract the hundreds and thousands.

Subtract. Check your answer.

1. 4,685
    − 1,279

2. $9,354
    − $1,953

3. 6,527
    − 432

4. 8,711
    − 7,338

5. 6,855
    − 5,732

6. $8,832
    − $448

7. 4,213
    −2,999

8. $9,595
    − $1,396

9. 6,762
    − 3,883

10. 9,754
    − 457

11. 8,447 − 4,191 = _____

12. $6,229 − $5,337 = _____

13. 8,674 − 482 = _____

14. $1,373 − $998 = _____

15. 7,147 − 2,639 = _____

16. 9,521 − 3,587 = _____

17. 5,910 − 1,999 = _____

18. 6,123 − 2,730 = _____

19. $8,315 − $798 = _____

20. 7,221 − 655 = _____

Lesson 7   Reteach

Subtract Across Zeros

You can use place-value charts to help you regroup across zeros.

Find 305 − 176.

Step 1
Subtract the ones.
No tens to regroup.
Regroup the hundreds.

Hundreds	Tens	Ones
2	10	
3̸	0̸	5
− 1	7	6

Step 2
Regroup the tens.

Hundreds	Tens	Ones
2	9	15
3̸	1̸0̸	5̸
− 1	7	6

Step 3
Subtract the ones,
tens, and hundreds.

Hundreds	Tens	Ones
2	9	15
3̸	1̸0̸	5̸
− 1	7	6
1	2	9

Subtract. Check your answer.

1. 106
− 28

2. $503
− $167

3. 405
− 218

4. $601
− $378

5. 200
− 145

6. 2,205
−992

7. 3,308
− 175

8. 4,300
− 656

9. $5,505
− $990

10. 2,802
− 1,132

11. 500 − 418 = _____

12. $206 − $138 = _____

13. 801 − 482 = _____

14. 900 − 33 = _____

15. 2,607 − 1,527 = _____
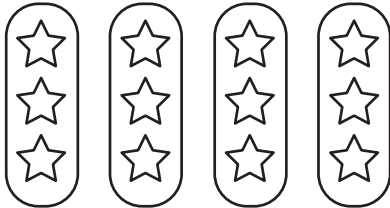
16. $3,700 − $919 = _____

17. $6,902 − $4,863 = _____

18. 6,400 − 3,189 = _____

Lesson 2   Reteach

Multiplication as Repeated Addition

When there is an equal number in each group, you can
find the total by using repeated addition or multiplication.

Multiply: 4 groups of 3 = 12

$4 \times 3 = 12$

Add: $3 + 3 + 3 + 3 = 12$

**Write an addition sentence and a multiplication
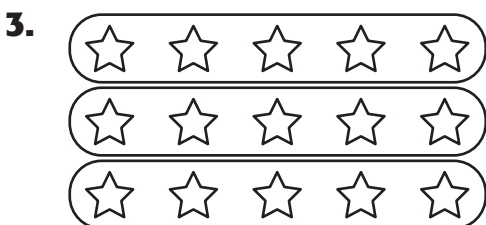sentence for each.**

1.

$6 + 6 + 6 =$ _____

3 groups of 6 = _____

$3 \times 6 =$ _____

2.

_____

7 groups of _____ = _____

_____ $\times$ 2 = _____

3.

_____ groups of _____ = _____

_____ $\times$ _____ = _____

4.

_____ groups of _____ = _____

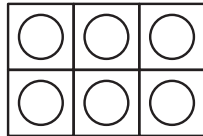_____ $\times$ _____ = _____

Lesson 4 Reteach
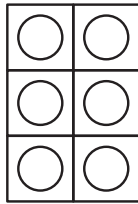
Arrays and Multiplication

Find 2 × 3 and 3 × 2.

Using Models

Make 2 rows of 3 counters to show 2 × 3.

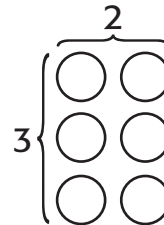Make 3 rows of 2 counters to show 3 × 2.

Using Paper and Pencil

Number of rows	Number in each row	Product
2	× 3	= 6
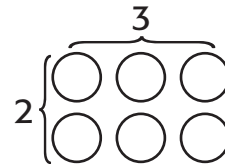
Number of rows	Number in each row	Product
3	× 2	= 6

Draw an array to match the multiplication sentence. Then use the Commutative Property to write a different multiplication sentence.

1. 5 × 3 = 15

2. 3 × 6 = 18

3. 5 × 4 = 20

Name _____ Date _____

Lesson 5 Reteach

Problem Solving: Make a Table

Organizing information into a table is one strategy that you can use to solve problems.

Use this exercise to learn more about making a table.

Micah has 3 shirts to wear to school. They are red, blue, and green. He also has 3 pairs of pants to choose from. They are tan, black, and brown. How many different combinations can he wear?

Step 1 Understand	• You know that Micah has 3 different shirts: red, blue, and green. • You know that he also has 3 different pairs of pants: tan, black, and brown. • You need to find how many different combinations of one shirt and one pair of pants he can wear.
Step 2 Plan	A table is a good way to organize your information. Make a table to solve the problem.
Step 3 Solve	Fill in the table with each of the combinations. Count each combination. 	Shirts			
		Red	Blue	Green
Pants	Tan	Red, Tan		
	Black			
	Brown				
Step 4 Check	Look back at the exercise. Is there another way to find the number of combinations? Multiply. Number of shirts × Number of pants = Total number of combinations. $3 \times 3 = 9$

Lesson 5   Reteach

Problem Solving: Make a Table   (continued)

Solve.

1. Alejandro is painting butterflies. He can use orange, blue, green, or yellow paint for the wings of each butterfly and brown or black paint for the body. How many possible color combinations can Alejandro make for the butterflies?

_____

2. Isaiah has a dog-walking business. The first week he walked 1 dog. The second week he walked 2 dogs. The third week he walked 3 dogs. If this pattern continues, how many dogs will Isaiah walk the seventh week?

_____

3. After school, Carlos can play basketball, ride his bike, or draw with chalk. He can do any of these activities at home, at his friend's house, or at the playground. From how many different combinations of activities and places can Carlos choose?

_____

4. Kelly earns $5 every time she washes her neighbor's car. How many times will she need to wash the car to earn $45?

_____

Name _____ Date _____

Lesson 6   Reteach

Use Multiplication to Find Combinations

How many different combinations can you make if you select 1 main dish and 1 side dish?

Main Dishes	Side Dishes
Meat Loaf	Green Salad
Chicken	Mashed Potatoes
	Carrots
	Green Beans

Step 1

Organize your information into a table.
Make a row for each main dish and a column for each side dish.

Step 2

Fill in the table with each combination.

Menu Items				
Main Dishes	**Side Dishes**			
	Green Salad	**Mashed Potatoes**	**Carrots**	**Green Beans**
Meat Loaf	meat loaf and green salad	meat loaf and mashed potatoes	meat loaf and carrots	meat loaf and green beans
Chicken	chicken and green salad	chicken and mashed potatoes	chicken and carrots	chicken and green beans

Step 3

Count the number of combinations.

Step 4

Since there are 2 main dishes and 4 side dishes, you can multiply to find the combinations. There are 8 different combinations.
$2 \times 4 = 8$

Make a table to show the different combinations. Multiply to check your answer.

1. Stephanie is getting dressed for school. She has to choose between a yellow or red shirt and a black, blue, or brown skirt. How many different shirt and skirt combinations could she make?

Name _____ Date _____

Lesson 2   Reteach

Division as Equal Sharing

Color to make equal groups.

Make each group a new color.

6 ◯

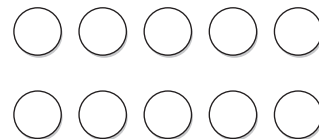3 equal groups

____2____ in each group

blue   red   yellow

____6____ ÷ ____3____ = _____
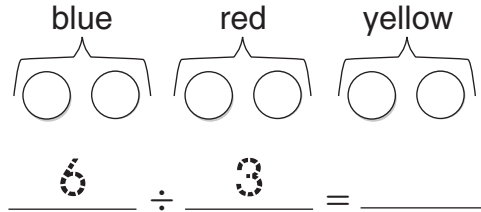
Color to make equal groups. Write how many in each group. Divide.

1. 10 ◯

5 equal groups

_____ in each group

◯ ◯ ◯ ◯ ◯
◯ ◯ ◯ ◯ ◯

_____ ÷ _____ = _____

---

2. 14 ◯

2 equal groups

_____ in each group

◯ ◯ ◯ ◯ ◯ ◯ ◯
◯ ◯ ◯ ◯ ◯ ◯ ◯

_____ ÷ _____ = _____

---
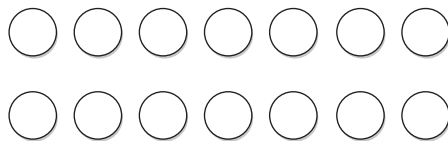
3. 8 ◯

4 equal groups

_____ in each group

◯ ◯ ◯ ◯
◯ ◯ ◯ ◯

_____ ÷ _____ = _____

Name _____ Date _____
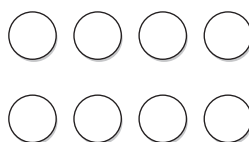
Lesson 3 Reteach

Relate Division and Subtraction

Cal put 18 astronaut collector's cards in a scrapbook. He put 6 cards on each page. How many pages did Cal use?

Find 18 ÷ 6.

You can use repeated subtraction.

$$\begin{array}{r} 18 \\ -6 \enspace ① \\ \hline 12 \\ -6 \enspace ② \\ \hline 6 \\ -6 \enspace ③ \\ \hline 0 \end{array}$$

Keep subtracting the same number until there is nothing left.

Since the 6 was subtracted 3 times, 18 ÷ 6 = 3.

Use repeated subtraction to divide.

1. 12 ÷ 4 = _____

$$\begin{array}{r} 12 \\ -4 \\ \hline \square \\ -4 \\ \hline \square \\ -4 \\ \hline \square \end{array}$$

2. 20 ÷ 5 = _____

$$\begin{array}{r} 20 \\ -5 \\ \hline \square \\ -5 \\ \hline \square \\ -5 \\ \hline \square \\ -5 \\ \hline \square \end{array}$$

3. 21 ÷ 7 = _____

$$\begin{array}{r} 21 \\ -7 \\ \hline \square \\ -7 \\ \hline \square \\ -7 \\ \hline \square \end{array}$$

Write how many times you need to subtract.

4. 8 ÷ 2 = _____

5. 6 ÷ 3 = _____

6. 10 ÷ 5 = _____

7. 12 ÷ 6 = _____

Use repeated subtraction to divide.

8. 18 ÷ 3 = _____

9. 24 ÷ 6 = _____

10. 28 ÷ 7 = _____

11. 30 ÷ 6 = _____

12. 8 ÷ 8 = _____

13. 27 ÷ 3 = _____

Grade 3 • Chapter 5 Understand Division

Lesson 5   Reteach

Inverse Operations

You can use an array to multiply and divide.
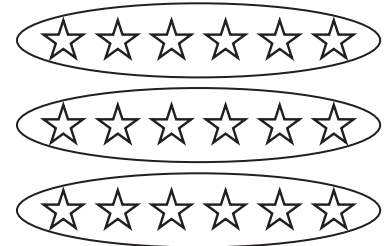
Find 18 ÷ 3.

There are 18 stars in all. Make 3 groups with 6 stars in each group.

The fact family is 3, 6, and 18.

18 ÷ 3 = 6   18 ÷ 6 = 3

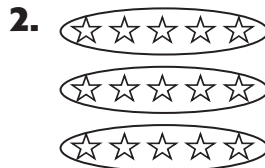3 × 6 = 18   6 × 3 = 18

Use the array to divide. Write the related division and multiplication sentences.

1.

12 ÷ 4 = _____

_____

_____

_____

2.

15 ÷ 3 = _____

_____

_____

_____

3.

24 ÷ 6 = _____

_____

_____

_____

4.

9 ÷ 3 = _____

_____

_____

5.

18 ÷ 2 = _____

_____

_____

_____

6.

4 ÷ 4 = _____

_____

_____

Name _____ Date _____
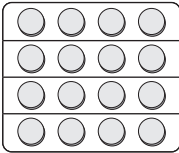
Lesson 6 Reteach

Problem Solving: Use a Model

Chaz is putting away his books. He has 5 mysteries, 6 novels,
3 picture books, and 2 dictionaries. He wants to put the same
number of books on each shelf. His bookcase has 4 shelves.
How many books should Chaz put on each shelf?

Step 1 Understand	**You know:** Chaz has 5 mysteries, 6 novels, 3 picture books, and 2 dictionaries. He wants to put away the same number on each of 4 shelves. **You need to find out:** how many books Chaz should put on each shelf
Step 2 Plan	You need to look at how to arrange items. So, you can use models to solve the problem.
Step 3 Solve	Draw a bookcase with 4 shelves. Use counters to represent each book. Fill the shelves until all the counters are used. Count the number of books on each shelf. So, Chaz should put 4 books on each shelf.
Step 4 Check	Look back at the exercise. The total number of books is 16. Since $4 + 4 + 4 + 4 = 16$, you know the answer is correct.

Lesson 6   Reteach

Problem Solving   (continued)

Solve each problem by using a model.

1. There were 25 people riding on a bus. If there were 5 stops and an equal number of people got on at each stop, how many people got on the bus at each stop?

_____

2. If 6 people got on the bus at each stop for 3 stops, how many people in all are on the bus?

_____

3. The first bus of the day took 25 people to their destinations. The second bus of the day took 18 people to their destinations. How many more people rode on the first bus than the second bus?

_____

4. During recess, 14 children played the first game, 10 children played the second game, and 6 played the third. If this pattern continues, how many children played the fourth game?

_____

5. Jan taught everyone the bunny hop dance. She said you take 3 hops forward, 4 hops back, 3 hops to the right, and 2 hops to the left. Lynne and Cheryl tried it out. If Lynne and Cheryl both did the dance, how many total hops did the two girls take?

_____

Name _____ Date _____

Lesson 1   Reteach

Patterns in the Multiplication Table

Use the multiplication table to find the missing factors.

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

1. $6 \times \boxed{} = 24$

2. $\boxed{} \times 7 = 35$

3. $\boxed{} \times 9 = 63$

4. $6 \times \boxed{} = 30$

5. $\boxed{} \times 7 = 28$

6. $8 \times \boxed{} = 56$

7. $9 \times \boxed{} = 81$

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

9. $6 \times \boxed{} = 36$

10. $\boxed{} \times 5 = 25$

11. $2 \times \boxed{} = 18$

12. $\boxed{} \times 10 = 50$

13. $7 \times \boxed{} = 49$

14. $\boxed{} \times 8 = 24$

15. $9 \times \boxed{} = 27$

16. $4 \times \boxed{} = 36$

Grade 3 • Chapter 6 Multiplication and Division Patterns

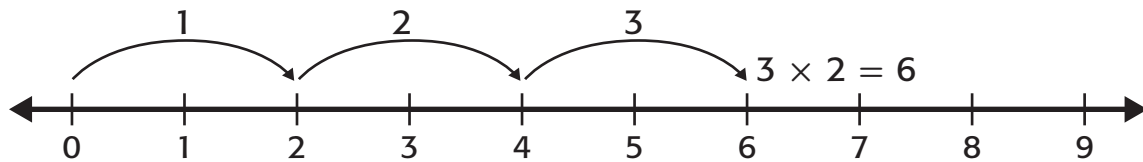Name _____ Date _____

Lesson 2   Reteach

Multiply by 2

You can skip count on the number line to help you multiply two numbers.

Find 6 × 2.   Think: 6 groups of 2 or 6 jumps of 2 spaces.

$$6 \times 2 = 12$$

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
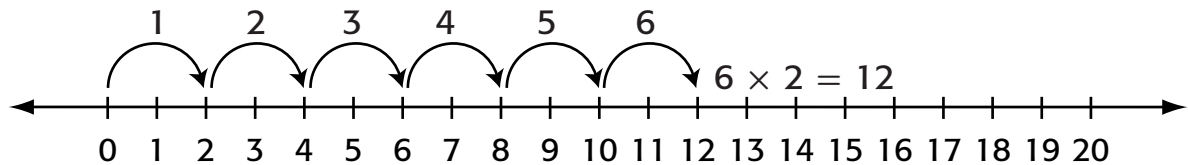
Find 3 × 2.   Think: 3 groups of 2 or 3 jumps of 2 spaces.

$$3 \times 2 = 6$$

0   1   2   3   4   5   6   7   8   9

Multiply. You may want to use a number line.

1. $4 \times 2 =$ _____

2. $7 \times 2 =$ _____

3. $2 \times 9 =$ _____

4. $5 \times 2 =$ _____

5. $2 \times 6 =$ _____

6. $2 \times 3 =$ _____

7. $2 \times 2 =$ _____

8. $2 \times 4 =$ _____

9. $9 \times 2 =$ _____

10. $1 \times 2 =$ _____

11. $8 \times 2 =$ _____

12. $6 \times 2 =$ _____

13. $2 \times 7 =$ _____

14. $3 \times 2 =$ _____

15. $2 \times 5 =$ _____

16. $2 \times 8 =$ _____

Name _____ Date _____

Lesson 3   Reteach

Divide by 2

You have 10 counters. How many groups of 2 can you make?
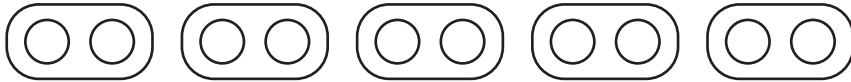
Think: 5 groups of 2 counters, or $5 \times 2 = 10$.

You can write $10 \div 2 = 5$, or $2\overline{)10}^{5}$.

Complete. Write a related division sentence.

1.

$3 \times 2 =$ _____

_____ ÷ _____ = _____

2.

$9 \times 2 =$ _____

_____ ÷ _____ = _____
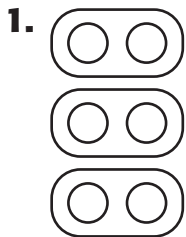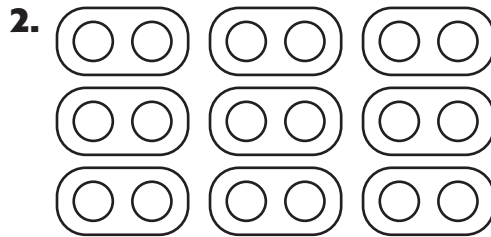
Divide. Write a related multiplication fact.

3. $16 \div 2 =$ _____

_____

4. $14 \div 2 =$ _____

_____

5. $8 \div 2 =$ _____

_____

6. $6 \div 2 =$ _____

_____

7. $12 \div 2 =$ _____

_____

8. $4 \div 2 =$ _____

_____

Name _____ Date _____

Lesson 4   Reteach

Multiply by 5

You can skip count on the number line to multiply by 5.

Find 4 × 5. Think: 4 groups of 5 or 4 jumps of 5.

4 × 5 = 20
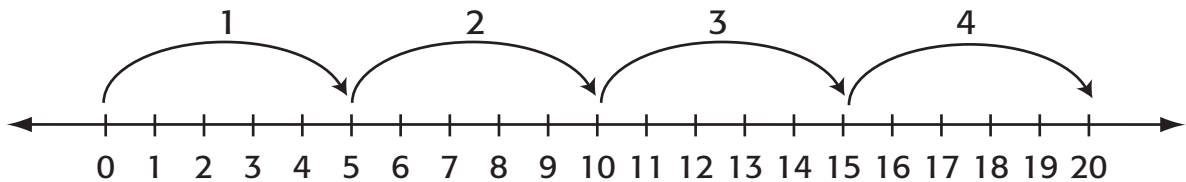
Find 3 × 5. Think: 3 groups of 5 or 3 jumps of 5.

3 × 5 = 15
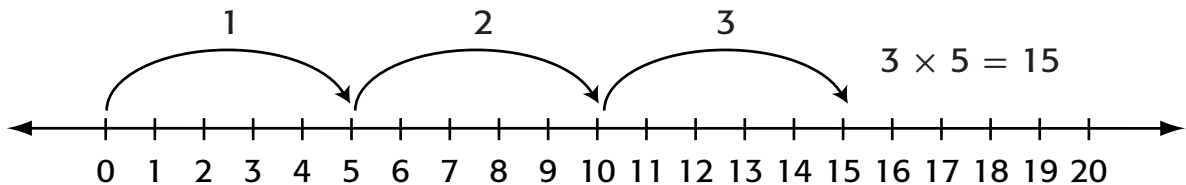
Multiply. You may want to use a number line.

1. 2 × 5 = _____

2. 4 × 5 = _____

3. 7 × 5 = _____

4. 5 × 5 = _____

5. 5 × 9 = _____

6. 1 × 5 = _____

7. 6 × 5 = _____

8. 5 × 2 = _____

9. 5 × 8 = _____

10. 5 × 6 = _____

11. 3 × 5 = _____

12. 5 × 1 = _____

13. 5 × 7 = _____

14. 4 × 5 = _____

15. 6 × 5 = _____

16. 5 × 3 = _____

17. 8 × 5 = _____

18. 5 × 8 = _____

19. 9 × 5 = _____

20. 5 × 7 = _____

21. 5 × 9 = _____

22. 5 × 4 = _____

23. 3 × 5 = _____

24. 5 × 5 = _____

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Name _____ Date _____

Lesson 5   Reteach

Divide by 5

Think of a related multiplication fact to divide by 5.

4 space shuttles 5 astronauts on each shuttle 20 astronauts in all		20 astronauts in all 5 astronauts on each shuttle 4 space shuttles
Number of groups	Number in each group	Number in all
4 $\times$ 5 = 20		

Number in all	Number in each group	Number of groups
20 $\div$ 5 = 4		

Number of groups	Number in each group	Number in all	Number in all	Number in each group	Number of groups
4	$\times$ 5	= 20	20	$\div$ 5	= 4
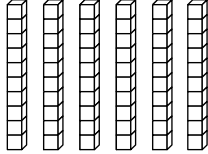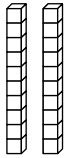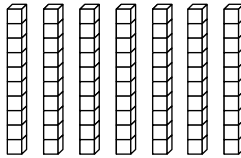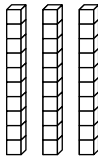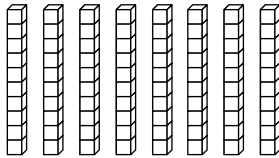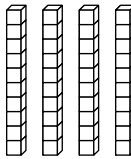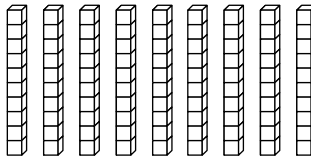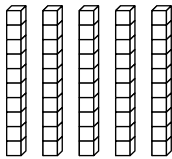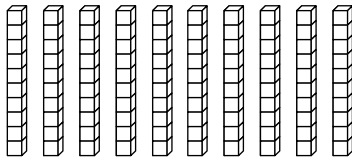
Use models or related facts to divide.

1.

$15 \div 5 =$ _____

2.

$10 \div 5 =$ _____

3.

$5 \div 5 =$ _____

4.

$20 \div 5 =$ _____

5. $30 \div 5 =$ _____   **6.** $35 \div 5 =$ _____   **7.** $20 \div 5 =$ _____

8. $5\overline{)25}$ **9.** $5\overline{)45}$ **10.** $5\overline{)40}$ **11.** $5\overline{)35}$ **12.** $5\overline{)20}$

Lesson 7   Reteach

Multiply by 10

You can use models to help you multiply by tens.

	$1 \times 10 = 10$		$6 \times 10 = 60$
	$2 \times 10 = 20$		$7 \times 10 = 70$
	$3 \times 10 = 30$		$8 \times 10 = 80$
	$4 \times 10 = 40$		$9 \times 10 = 90$
	$5 \times 10 = 50$		$10 \times 10 = 100$

Use patterns or models to multiply.

1.   10
    $\times\ 2$
___

2.   10
    $\times\ 7$
___

3.   10
    $\times\ 8$
___

4.   10
    $\times\ 4$
___

5.   10
    $\times\ 9$
___

6. $10 \times 3 =$ _____

7. $10 \times 1 =$ _____

8. $10 \times 7 =$ _____

9. $10 \times 10 =$ _____

10. $10 \times 6 =$ _____

11. $10 \times 5 =$ _____

Lesson 8   Reteach

Multiples of 10

A multiple of 10 is any product that has 10 as a factor. When you
multiply multiples of 10, it is helpful to use basic facts and patterns.

Find 2×60. ← 60 is the multiple of 10.
$6 \times 10 = 60$

The basic fact you know is: $2 \times 6 = 12$

The basic fact you know is: $2 \times 6\underline{0} = 12\underline{0}$

Be careful when using a
basic fact that ends in 0!
Remember that you need to
write another 0 to apply the
pattern.

Now find 5×40

The basic fact you know is: $5 \times 4 = 20$

Apply the pattern: $5 \times 4\underline{0} = 20\underline{0}$

Use basic facts and patterns to multiply.

1. $2 \times 70 =$ _____

2. $5 \times 80 =$ _____

3. $5 \times 50 =$ _____

4. $6 \times 20 =$ _____

5. $9 \times 50 =$ _____

6. $5 \times 70 =$ _____

7. $3 \times 20 =$ _____

8. $4 \times 20 =$ _____

9. $6 \times 50 =$ _____

10. $9 \times 10 =$ _____

11. $3 \times 50 =$ _____

12. $7 \times 20 =$ _____

13. $8 \times 20 =$ _____

14. $5 \times 40 =$ _____

15. $2 \times 30 =$ _____

16. $4 \times 60 =$ _____

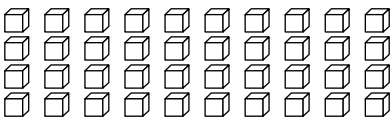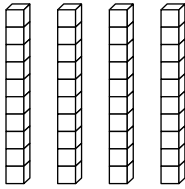**17.** $4 \times 10 =$ _____

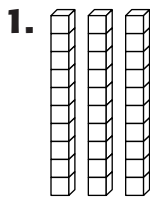**16.** $2 \times 90 =$ _____

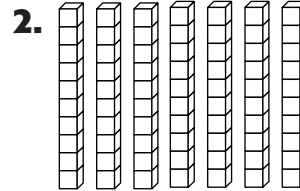# Lesson 9   Reteach

Divide by 10

Find 40 ÷ 10.
You can use models to divide.

Show 40 ones using models.	Count the number of groups of ten.	There are 4 groups of 10 in 40.
		So, 40 ÷ 10 = 4.

Use models to divide.

1.

30 ÷ 10 = _____

2.

70 ÷ 10 = _____

3. 20 ÷ 10 = _____

4. 40 ÷ 10 = _____

5. 60 ÷ 10 = _____

6. 90 ÷ 10 = _____

7. 70 ÷ 10 = _____

8. 80 ÷ 10 = _____

9. 50 ÷ 10 = _____

10. 10 ÷ 10 = _____

11. 30 ÷ 10 = _____

12. $10\overline{)10}$

13. $10\overline{)30}$

14. $10\overline{)20}$

15. $10\overline{)60}$

16. $10\overline{)80}$

17. $10\overline{)40}$

18. $10\overline{)90}$

19. $10\overline{)70}$

20. $10\overline{)50}$

21. $10\overline{)100}$