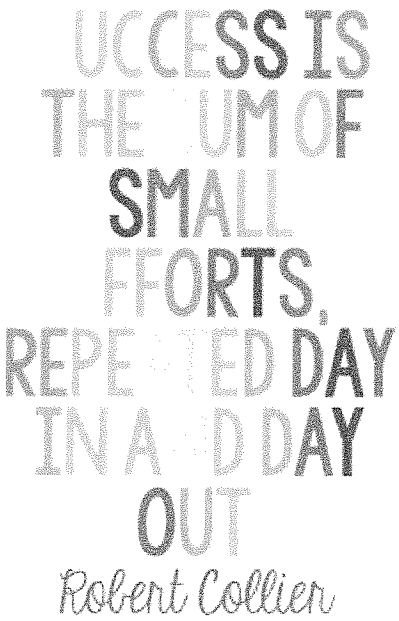
June 2021

Dear Incoming 5th Graders,

Over the summer, you will be required to spend time working on your math skills in the **My Summer Math Packet**. The packet covers the skills you learned in 4th grade. You will need to be fluent in these skills when you begin 5th grade! You may divide up your time however you'd like (1 hour a day, 10 minutes a day, etc.). Your packet will be collected on the 1st day of school and graded as your first Work-in-Progress classwork grade.

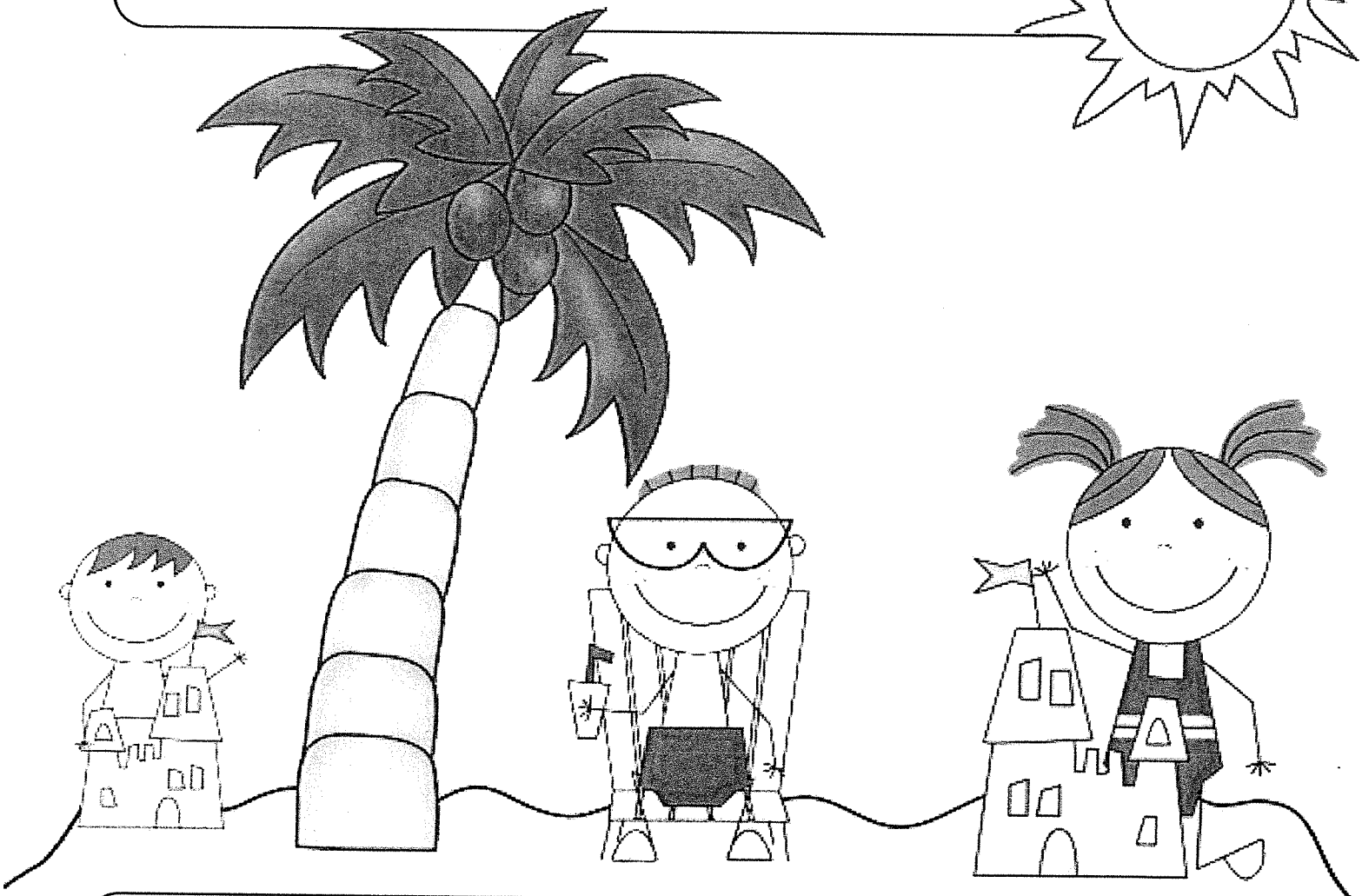


Have a great summer,

Mrs. Griffin

Students entering 5th Grade

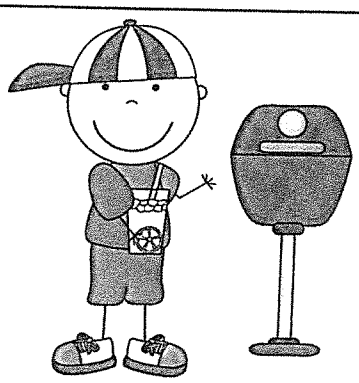
My Summer Math Packet



Name

Objective

I can understand that multiplication fact problems can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4).



4.OA.1
Operations and Algebraic Thinking

1. Using the Commutative Property of Multiplication write another equation for the following problem.

7 x 6= 42

_____

_____

2. 6x8=48 can be rewritten as:

_____ x _____= 48

_____

3. Write a multiplication equation for the following:

Peter bought 5 packages of paper plates for his family's picnic. There were 12 plates in each package. How many plates did Peter buy?

_____ x _____= _____

4. Write a multiplication equation for the following:

Julie buys 9 CDs at her local music store. If each CD cost $8.00, how much did Julie spend on CDs?

_____ x _____= _____

_____

5. Each day Scott walks .5 miles to work. If Scott works five days a week, how far does Scott walk?

_____ x _____= _____

_____

6. 12x9=108 tells us that:

_____ is _____ times bigger than _____

Objective

I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.

4.OA.2
Operations and Algebraic Thinking

1. There are 56 people invited to Mark's family reunion. Each table at the park where the reunion is to be held can hold can hold 7 people.

How many tables will the school need? Make sure to draw a picture or write an equation.

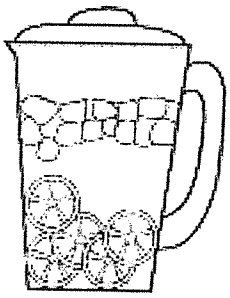
2. Write an equation for the following word problem. Please remember to use a variable (letter) for the unknown number.

Chase bought 12 boxes of fireworks for the 4th of July. He spent $96.00. If every box cost the same amount, how much did each box cost?

3. Write and solve a word problem where there are a total of 54 objects that are separated into 9 equal groups.

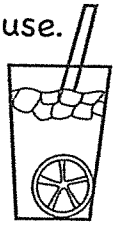
Objective

I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers.



4.OA.3
Operations and Algebraic Thinking

1. Peter and his friend, Josh, set up a lemonade stand at his house. The boys paid 7 dollars for lemonade and cups. They sold each cup for 50 cents (.50).



If they boys sold thirty cups of lemonade, how much money did they earn after taking out the cost of lemonade and cups?

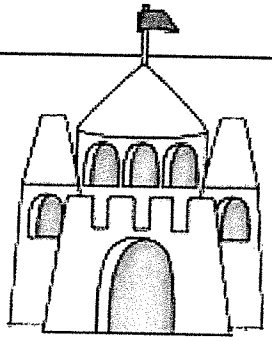
2. Juan had $24.00 in his wallet, and he bought 4 bags of candy for $3.25 each. How much money does Juan have left after buying his candy?

3. Sally has $75.00 to spend on video games. Each of the games that she is looking at cost $14.95. She thinks she has enough to buy 6 games. Is here estimate reasonable?

Jasmine's mother was getting ready to go to the beach. She bought 2 buckets for $3.00 each, four towels for $7.00 each, and a bottle of sun tan lotion for $5.00. How much did Jasmine's mother spend in total?

Objective

I can find all the factors for any number from 1-100, and decide whether a number is prime or composite.



4.OA.4
Operations and Algebraic Thinking

1. List five multiples of 7.

____ ____ ____ ____ ____

2. List five all multiples of 12

____ ____ ____ ____ ____

3. In the box below, list all the factors of 72.

4. Circle all the prime numbers listed below.

1 2 3 4 5 6 7 8 9 10 11 12

3. Which number **is** a factor 36?

8 5 7 12

_____

4. Which is **not** a factor of 14?

2 4 7 14

_____

5. Which is **not** a multiple of 8?

16 4 32 64

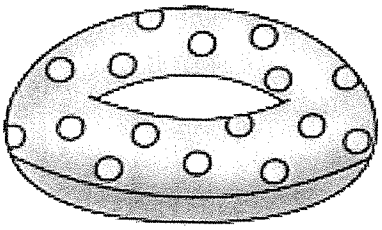
_____

6. Name two composite numbers that can by multiplied together to make 36.

_____ x _____ = 36

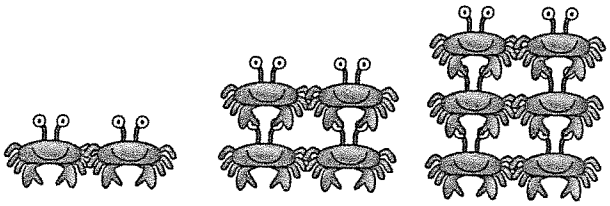
Objective

I can create a number or shape pattern that follows a given rule.



4.OA.5
Operations and Algebraic Thinking

1. If the pattern below continues, what would the fourth and fifth term look like? Draw them in the box below.



2. Complete the pattern and write the rule.

86, 80, _____, 68, 62, 56, _____

Rule: _____

3. Write another sequence that follows the same rule as number 2.

_____, _____, _____, _____, _____

4. Complete the table below, and write the rule.

In	Out
7	53
19	65
21	
	90
	122

Rule: _____

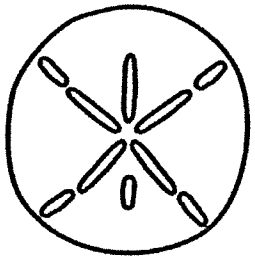
5. Create a pattern that follows the rule listed below.

_____, _____, _____, _____, _____

Rule: divided by 2

Objective

I can recognize that in multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.



4.NBT.1
Number and Operations in Base 10

1. Write the number 951,034 in expanded form.

_____

_____

_____

2. Write the number 638,901 in word form.

_____

_____

_____

_____

3. Use the number 17,692,438.

What is the value of the 7?

_____

What is the value of the 2?

_____

What is the value of the 3?

_____

4. Fix the error by writing the number correctly:

7 ones
3 thousands
0 hundreds
1 ten thousands
5 hundred thousands
6 tens

Juan says this number should be written as 730,156. Fix his error.

_____

_____

5. Write the following number is standard form:

6,000,000+400,000+1,000+8

_____

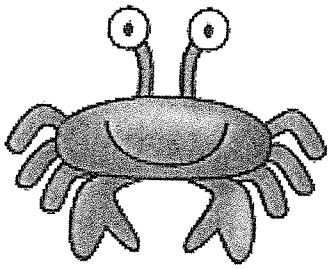
_____

6. 10,000 equals how many hundreds?

_____

Objective

I can read and write larger whole numbers using numerals, words and in expanded form. I can compare two large whole numbers using symbols.



4.NBT.2
Number and Operations in Base 10

1. Write the number 138,943 two different ways.

_____

_____

_____

_____

2. The Population of London is eight million, one hundred seventy-four thousand, one hundred. Write the population in base-10 standard numeral form.

_____

3. Which number is larger? Use the < or > symbol.

764,520 ☐ 764,589

How do you know? _____

_____

_____

4. Write the following number in standard form.

18 hundreds 9 tens 8 ones

_____

5. Which number is six million, five hundred nine thousand, seventy-two?

◯ 650,090,072 ◯ 6,500,972

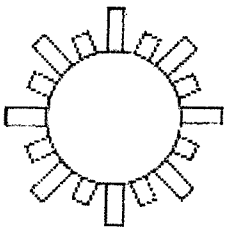
◯ 6,509,072 ◯ 6,590,720

6. Write an number that makes this number sentence true.

763,420 > _____

Objective

I can round large whole numbers to any place.



4.NBT.3
Numbers and Operations in Base Ten

Directions: Use place value to round the numbers below.

1. Round 621,956 to the nearest:

10 _____

100 _____

1,000 _____

10,000 _____

100,000 _____

2. Write a number that, when rounded to the nearest ten thousand, would be 46,000.

_____

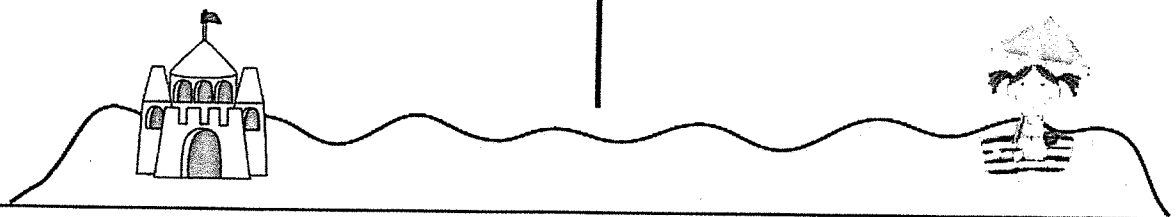
3. Complete the table. To what place are you rounding?

In	Out
621,874	622,000
436,392	436,000
726,210	
118,775	
529,821	

rounding to: _____

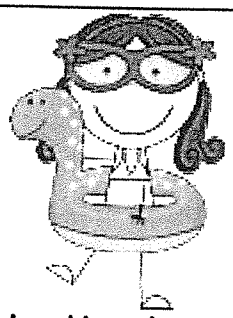
4. Write a number that, when rounded to the nearest hundred thousand, would be 300,000.

_____



Objective

I can use place value to round whole numbers to the nearest 10 or 100.



3.NBT
Numbers and Operations in Base Ten

Directions: Round each number in the box to the nearest 10. Use the boxes below to decide what color to make each box.

5	29	27	34	23	6	9	20	76	83
24	31	28	32	25	10	13	23	81	75
16	85	66	71	7	22	6	8	77	84
12	93	73	67	11	17	16	19	22	8
18	15	69	19	12	6	21	7	13	21
24	65	73	72	11	14	18	68	70	9
9	74	55	60	56	57	63	62	60	15
14	65	71	67	63	61	58	59	64	20
17	45	51	54	47	48	52	49	54	5
39	50	46	53	54	45	49	51	46	38
41	35	44	36	35	43	40	37	38	42

If the number rounds to:

10 or 20- Color it light blue

30- Color it light green

40- Color it green

50- Color it dark blue

60- Color it red

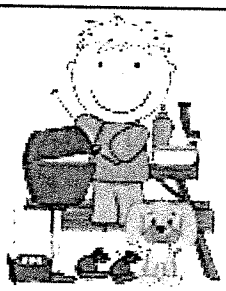
70- Color it peach

80- Color it yellow

90- Color it brown

Objective

I can use place value to round whole numbers to the nearest 10 or 100.



3.NBT
Numbers and Operations in Base Ten

Directions: Round each number in the box to the nearest 100. Use the boxes below to decide what color to make each box.

146	550	98	779	91	330	269	455	301	487
612	121	814	144	596	846	756	619	632	563
130	800	136	642	149	303	490	289	505	340
796	125	777	101	567	849	635	751	590	756
110	560	119	772	129	290	344	515	315	500
630	808	605	813	648	800	585	838	779	600
275	301	450	347	299	480	320	460	253	323
829	595	803	834	565	620	769	642	580	579
281	470	333	267	506	321	525	255	475	245
570	844	615	822	625	847	575	823	763	841
296	322	549	465	310	283	485	302	521	287

If the number rounds to:

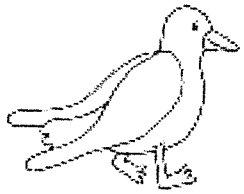
100-
Color it blue

300 or 500-
Color it red

600 or 800-
Leave it white.

Objective

I can add and subtract large numbers.



4.NBT.4
Numbers and Operations in Base Ten

Directions: Add to find the sum.

1. 5,744 + 2,169

2. 8,380 + 4,438

3. 41,865 + 78,224

4. 604,058 + 89,764

5. 27,077 + 82,069

6. 56,423 + 18,976

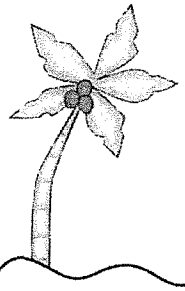
7. 2,176 + 4,505

8. 3,288 + 2,410

9. 6,049 + 1,963

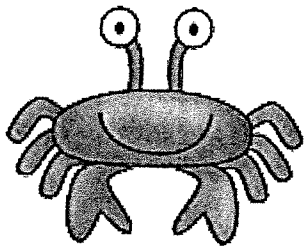
10. 6,246 + 4,937

11. Zack's Pizzeria made 4,789 dollars on Monday, 6,194 dollars on Tuesday, 9,632 dollars on Wednesday and 2,802 dollars on Thursday. How much did Zack's Pizzeria make in total?



Objective

I can add and subtract large numbers.



4.NBT.4
Numbers and Operations in Base Ten

Directions: Subtract to find the difference.

1. 7,202
- 3,134

2. 5,406
- 2,196

3. 40,537
- 1 1,489

4. 28,354
- 2,456

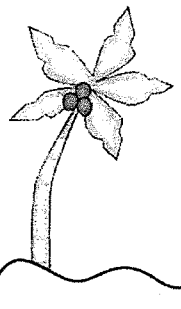
5. 3,004
- 1,867

6. 3,771
- 2,504

11. 3,288
- 1,490

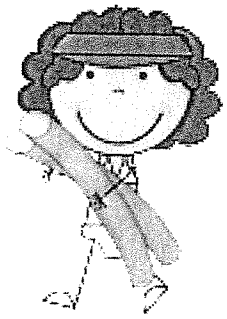
12. 6,004
- 1,739

13. 4,038
- 3,226



Objective

I can multiply a whole number up to four digits by a one-digit whole number.

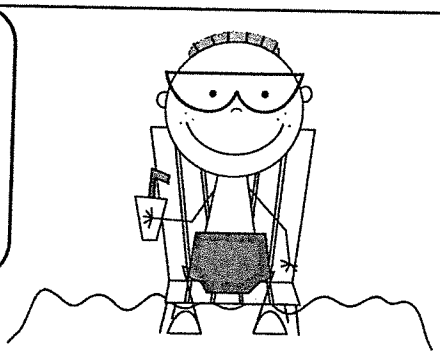


4.NBT.5
Numbers and Operations in Base Ten

1425 x 4	2143 x 2	2546 x 6	1865 x 5	3258 x 3
654 x 3	821 x 7	985 x 6	152 x 4	747 x 2
1436 x 2	8346 x 5	1222 x 6	8642 x 8	2014 x 9

Objective

I can multiply two two-digit numbers.

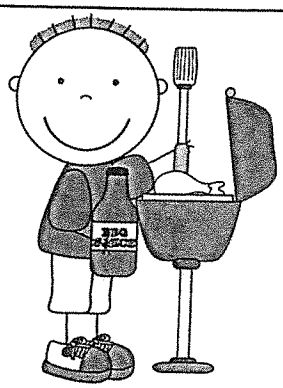


4.NBT.5
Numbers and Operations in Base 10

15 x 10	20 x 30	27 x 35	34 x 12	39 x 69
52 x 20	48 x 32	35 x 15	43 x 35	69 x 28
87 x 66	42 x 18	75 x 21	33 x 19	125 x 24

Objective

I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.



4.NBT.6
Numbers and Operations in Base 10

1. $658 \div 7 =$

2. $85 \div 5 =$

3. $468 \div 9 =$

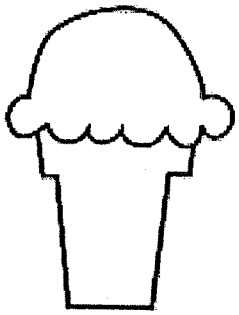
4. $805 \div 7 =$

5. $823 \div 8 =$

6. $1114 \div 7 =$

Objective

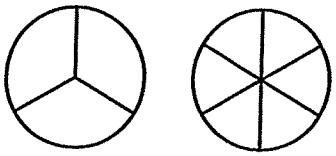
I can compare fractions using symbols and justify the comparison by using models.



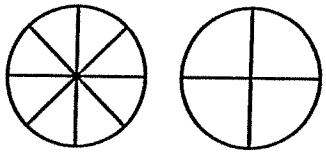
4.NF.2
Numbers and Operations – Fractions

Directions: Compare the fractions using < > or =.

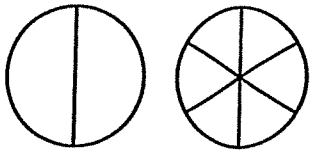
1. $\frac{1}{3} \square \frac{5}{6}$



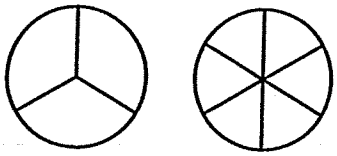
2. $\frac{5}{8} \square \frac{3}{4}$



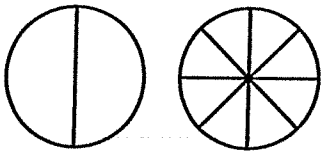
3. $\frac{1}{2} \square \frac{2}{6}$



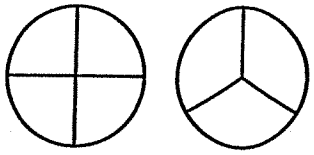
4. $\frac{2}{3} \square \frac{4}{6}$



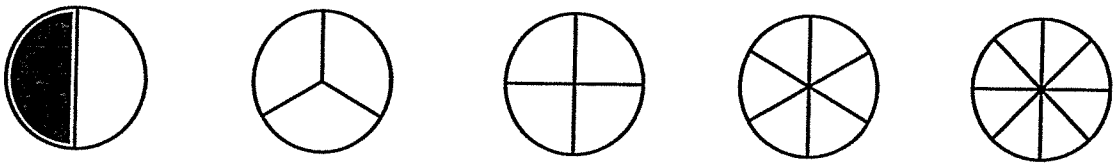
4. $\frac{2}{2} \square \frac{8}{8}$



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



Directions: Use the fraction circles below to make as many fractions equivalent, or equal, to one-half. Can all of the circles be made equal to 1/2?



_____ _____ _____ _____

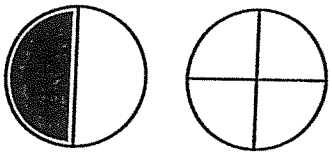
Objective

I can compare two fractions with different numerators and different denominators by creating common denominators.

4.NF.2
Numbers and Operations – Fractions

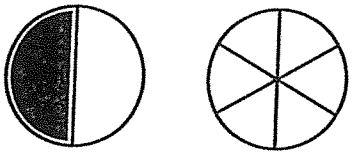
Directions: Use the fraction circles below to make as many fractions equivalent, or equal, to one-half.

1. How many fourths are equal to one-half?



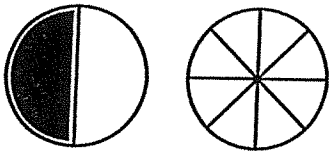
_____

2. How many sixths are equal to one-half?



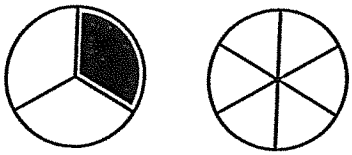
_____

3. How many eighths are equal to one-half?



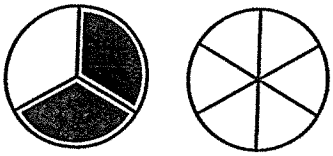
_____

4. How many sixths are equal to one-third?



_____

5. How many sixths are equal to two-thirds?



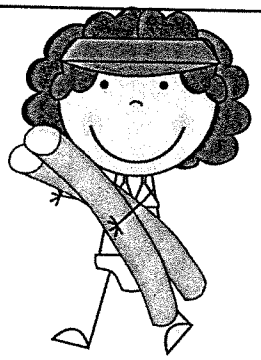
_____

6. Complete the pattern for fractions equivalent to one-half.

$\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{\quad}{8}$ $\frac{\quad}{10}$ $\frac{\quad}{12}$

Objective

I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction.



4.NF.1
Numbers and Operations – Fractions

Directions: Use the equivalent fractions from the previous page to assist, or help, you with the mystery picture below.

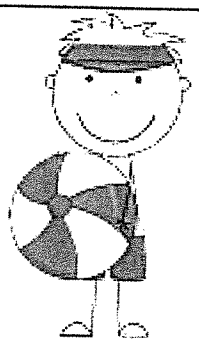
$\frac{3}{4}$	$\frac{5}{6}$	$\frac{4}{13}$	$\frac{6}{7}$	$\frac{2}{6}$	$\frac{1}{3}$	$\frac{4}{6}$	$\frac{1}{4}$	$\frac{2}{12}$	$\frac{1}{9}$
$\frac{2}{7}$	$\frac{2}{8}$	$\frac{2}{5}$	$\frac{3}{7}$	$\frac{3}{9}$	$\frac{4}{12}$	$\frac{2}{3}$	$\frac{4}{6}$	$\frac{2}{9}$	$\frac{2}{11}$
$\frac{3}{5}$	$\frac{1}{10}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{4}{8}$	$\frac{3}{6}$	$\frac{5}{10}$	$\frac{4}{8}$	$\frac{3}{8}$	$\frac{1}{8}$
$\frac{1}{5}$	$\frac{6}{12}$	$\frac{4}{8}$	$\frac{3}{6}$	$\frac{6}{12}$	$\frac{2}{4}$	$\frac{6}{12}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{2}{10}$
$\frac{3}{6}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{6}{12}$	$\frac{3}{6}$	$\frac{8}{16}$	$\frac{4}{8}$	$\frac{5}{10}$
$\frac{4}{8}$	$\frac{1}{2}$	$\frac{3}{6}$	$\frac{5}{10}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{7}{14}$	$\frac{6}{12}$	$\frac{3}{6}$	$\frac{9}{18}$
$\frac{6}{12}$	$\frac{3}{6}$	$\frac{6}{12}$	$\frac{1}{2}$	$\frac{6}{12}$	$\frac{3}{6}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{9}{18}$	$\frac{6}{12}$
$\frac{2}{4}$	$\frac{6}{12}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{1}{2}$	$\frac{5}{10}$	$\frac{10}{20}$	$\frac{8}{16}$	$\frac{2}{4}$	$\frac{8}{16}$
$\frac{6}{12}$	$\frac{5}{10}$	$\frac{2}{4}$	$\frac{1}{2}$	$\frac{3}{6}$	$\frac{9}{18}$	$\frac{3}{6}$	$\frac{6}{12}$	$\frac{10}{20}$	$\frac{4}{8}$
$\frac{3}{6}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{6}{12}$	$\frac{7}{14}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{1}{2}$	$\frac{8}{16}$	$\frac{2}{4}$
$\frac{1}{6}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{3}{6}$	$\frac{6}{12}$	$\frac{2}{4}$	$\frac{6}{12}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{1}{7}$

Color fractions equal to:

$\frac{1}{2}$ Red $\frac{1}{3}$ Brown $\frac{2}{3}$ Green

Objective

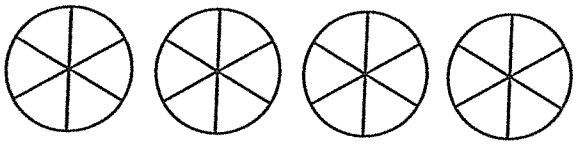
I can tell and write time to the nearest minute and measure passing time in minutes.



4.NF.3
Numbers and Operations–Fractions

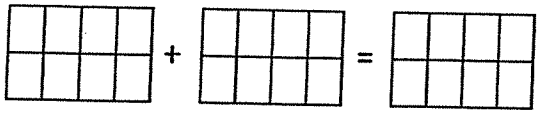
Directions: Use models to help you answer the questions about fractions below.

1. Use the model below to show the fraction $3\frac{5}{6}$



2. Shade in the fractions below.

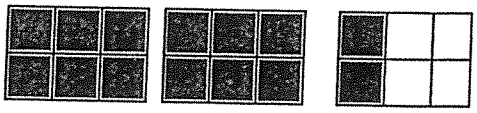
$$\frac{1}{8} + \frac{5}{8} = \_\_\_$$



3. Write the sum.

$$\frac{4}{9} + \frac{2}{9} = \_\_\_$$

4. Write the mixed number modeled below.



Write your answer: $\square\frac{\square}{\square}$

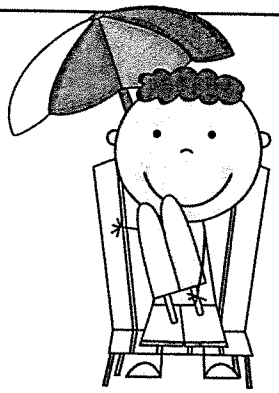
5. When Sam looked in the fridge, he saw a pie that had $\frac{4}{10}$ left uneaten. Sam ate $\frac{2}{10}$. How much pie was left?

6. Break (decompose) the fraction.

$$\frac{5}{8} = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_$$

Objective

I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions. I can use decimals to show fractions with denominators of 10 and 100.



4.NF.5 4.NF.6
Numbers and Operations–Fractions

1. Convert the fraction to answer the question below.

$$\frac{5}{10} = \frac{\quad}{100}$$

2. Convert the fraction to answer the questions below.

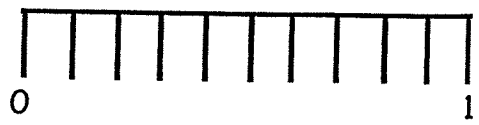
$$\frac{70}{100} = \frac{\quad}{10}$$

3. Solve. Show your work below.

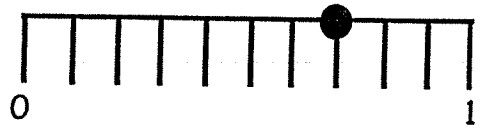
$$\frac{5}{10} + \frac{30}{100} =$$

4. Place the decimals on the number line below.

0.8 0.3 0.5



5. What decimal value does the point below represent?.



6. Write the decimal value for the fractions below.

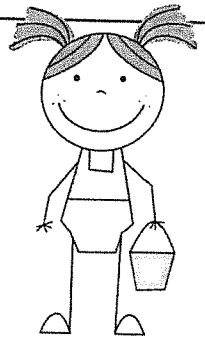
$\frac{3}{10}$ ____ $\frac{40}{100}$ ____

$\frac{8}{10}$ ____ $\frac{70}{100}$ ____

$\frac{2}{10}$ ____

Objective

I can show that I know the relative size of measurement units within a single system.



4.MD.1
Measurement
and
Data

For this worksheet, you will need to know some simple conversions. Use the tables below to assist.

=

100 cm	1 meter
1000 meters	1 km

=

60 seconds	1 minute
60 minutes	1 hour
24 hours	1 day

1. Complete the chart

60 Seconds	1 Minute
120 Seconds	2 Minutes
	3 Minutes
240 Seconds	4 Minutes
540 Seconds	
	12 Minutes

2. Put the following in order from least to greatest.

centimeter (cm), kilometer (km), meter

_____ _____ _____

_____

3. José put of doing his homework until right before it was due. It took José 20 minutes to complete the work. How many seconds did it take José?

_____

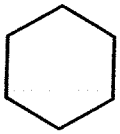
5. I drive 5,000 meters to work each day. How many kilometers (km) do I drive?

Objective

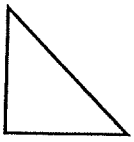
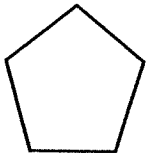
I can use standard units or grams, kilograms, and liters to estimate volume and mass.

4.MD.1
Measurement
and
Data

1. Name the following shapes.

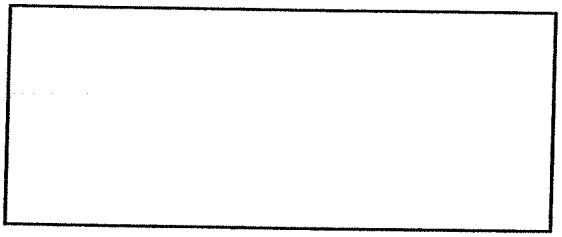
_____ _____

_____ _____

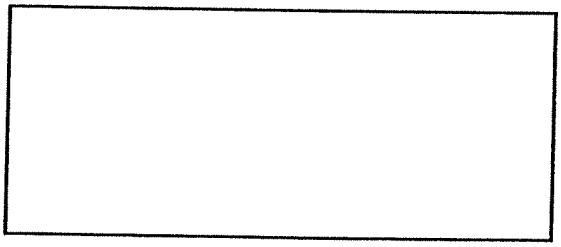
_____

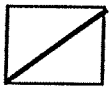
2. Draw a rhombus.



_____

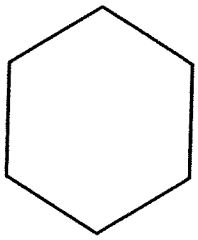
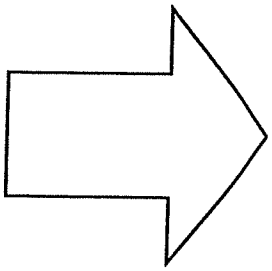
3. Draw a right triangle.



Vocabulary: **line of symmetry**- is a line that creates two identically equal sides. Example 

_____

4. Draw a line of symmetry in the following shapes.

_____

5. Name a way that a square and rectangle are different.

_____

_____

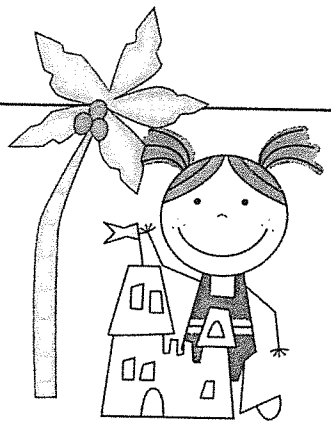
Name a way that a square and a rectangle are similar.

_____

_____

Objective

I can multiply and divide within 100 without using manipulatives or arrays.



Operations and Algebraic Thinking

1. 5 x 4= _____
2. 7 x 3= _____
3. 2 x 4= _____
4. 7 x 2= _____
5. 2 x 2= _____
6. 3 x 3= _____
7. 0 x 9= _____
8. 1 x 8= _____
9. 2 x 9= _____
10. 7 x 9= _____
11. 8 x 3= _____
12. 3 x 6= _____
13. 8 x 6= _____
14. 0 x 7= _____
15. 2 x 5= _____
16. 5 x 5= _____
17. 6 x 0= _____
18. 5 x 4= _____
19. 6 x 7= _____
20. 9 x 3= _____
21. 8 x 7= _____
22. 9 x 7= _____
23. 4 x 6= _____
24. 0 x 4= _____
25. 9 x 9= _____
26. 5 x 2= _____
27. 6 x 5= _____

Objective

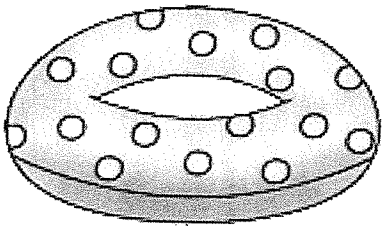
I can multiply and divide within 100 without using manipulatives or arrays.

Operations and Algebraic Thinking

1. $50 \div 5 =$ _____
2. $54 \div 9 =$ _____
3. $42 \div 6 =$ _____
4. $32 \div 8 =$ _____
5. $12 \div 3 =$ _____
6. $72 \div 6 =$ _____
7. $12 \div 6 =$ _____
8. $16 \div 4 =$ _____
9. $12 \div 4 =$ _____
10. $42 \div 7 =$ _____
11. $18 \div 6 =$ _____
12. $6 \div 3 =$ _____
13. $35 \div 5 =$ _____
14. $66 \div 6 =$ _____
15. $4 \div 4 =$ _____
16. $10 \div 5 =$ _____
17. $4 \div 1 =$ _____
18. $80 \div 10 =$ _____
19. $30 \div 3 =$ _____
20. $48 \div 6 =$ _____
21. $70 \div 7 =$ _____
22. $72 \div 9 =$ _____
23. $8 \div 8 =$ _____
24. $100 \div 10 =$ _____
25. $18 \div 3 =$ _____
26. $30 \div 6 =$ _____
27. $50 \div 10 =$ _____

Objective

I can multiply and divide within 100 without using manipulatives or arrays.

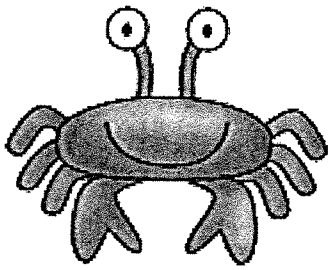


Operations and Algebraic Thinking

1. $10 \div 2 =$ _____
2. $32 \div 4 =$ _____
3. $63 \div 9 =$ _____
4. $28 \div 4 =$ _____
5. $24 \div 6 =$ _____
6. $30 \div 5 =$ _____
7. $60 \div 6 =$ _____
8. $90 \div 9 =$ _____
9. $24 \div 6 =$ _____
10. $9 \div 3 =$ _____
11. $20 \div 4 =$ _____
12. $24 \div 4 =$ _____
13. $14 \div 7 =$ _____
14. $21 \div 7 =$ _____
15. $10 \div 10 =$ _____
16. $60 \div 6 =$ _____
17. $18 \div 9 =$ _____
18. $80 \div 8 =$ _____
19. $30 \div 10 =$ _____
20. $27 \div 3 =$ _____
21. $72 \div 8 =$ _____
22. $8 \div 1 =$ _____
23. $25 \div 5 =$ _____
24. $24 \div 3 =$ _____
25. $16 \div 8 =$ _____
26. $36 \div 6 =$ _____
27. $14 \div 2 =$ _____

Objective

I can find the unknown whole number in a multiplication or division sentence.



Operations and Algebraic Thinking

1. 5 x ___ = 10
2. 2 x ___ = 18
3. 36 ÷ ___ = 9
4. 48 ÷ ___ = 6
5. 6 x ___ = 42
6. 72 ÷ ___ = 9
7. ___ x 7= 56
8. ___ ÷ 6= 7
9. 4 x ___ = 36
10. ___ x 6= 36
11. 24 ÷ ___ = 4
12. 5 x ___ = 20
13. 6 ÷ ___ = 2
14. ___ x 8= 56
15. ___ ÷ 10= 9
16. 4 ÷ ___ = 2
17. 45 ÷ ___ = 9
18. ___ ÷ 3= 7
19. ___ ÷ 7= 4
20. 40 ÷ ___ = 5
21. 49 ÷ ___= 7
22. ___ x 3= 21
23. ___ x 5= 45
24. 24 ÷ ___= 8
25. 36 ÷ ___= 6
26. ___ x 9= 81
27. 7 x ___= 49

Objective

I can multiply and divide within 100 without using manipulatives or arrays.

4.OA.3
Operations and Algebraic Thinking

Directions: Solve the multiplication sentences below.

1. 4 x 4= _____
2. 5 x 3= _____
3. 4 x 7= _____
4. 5 x 1= _____
5. 4 x 8= _____
6. 5 x 9= _____
7. 1 x 7= _____
8. 2 x 6= _____
9. 3 x 0= _____
10. 9 x 8= _____
11. 6 x 3= _____
12. 4 x 9= _____
13. 7 x 6= _____
14. 7 x 4= _____
15. 8 x 9= _____
16. 7 x 8= _____
17. 1 x 2= _____
18. 9 x 4= _____
19. 4 x 2= _____
20. 1 x 3= _____
21. 8 x 4= _____
22. 6 x 9= _____
23. 5 x 2= _____
24. 7 x 9= _____
25. 6 x 6= _____
26. 3 x 4= _____
27. 6 x 8= _____