

**Parent Helper**  
**Fourth and Fifth Grades**

**Helping Students Succeed**

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## The Importance of Parent Involvement

### What you say matters!

- Parents what you say to your child matters.
- 90% of all learning takes place at home
- Comments such as: “I was never good at math (spelling, reading...etc.)” should be avoided.

### Statements like those listed give your child permission to fail:

- Positive reinforcement:
  - We can work on this for five minutes everyday
  - We can learn it together
  - We can make it fun and simple

### How to Study and Get Results

- Environment that allows the student to focus
  - This is individual to each student
- Study should be in regular, doable intervals
  - Model: Half hour of work – ten minute break
  - Frustration yields no results!
    - Avoid emotional conflict – Step away from the work!
      - Take a walk
      - Have a snack
      - Get out and get moving
    - Then come back and try a different approach
- Learning is **active!**
  - Reading – out loud
  - Math – work it out on paper and verbally

### Sample Study Schedule

Snack  
After school activity  
10 to 30 minutes of math  
Take a break  
Finish out remaining work  
Take a break  
10 to 30 minutes of reading

\*Incorporate Handbook Activities throughout the day



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## How This Handbook Works

### Using Standards Everyday

The following activities are designed to help you help your child master grade-level academic standards through everyday activities.

**Why is this important?** We learn by doing and so do our children. By emphasizing and highlighting the English and math concepts we learn everyday, we can help our children gain a better understanding of the link between what they are learning in school and real life activities. This link is the key to academic success as students who know why they are asked to multiply or add or spell generally find it easier to learn the specific task than do students who are told merely to multiply  $4 \times 9$ .

Following the everyday activities for English Language Arts are activities to help increase student reading fluency and comprehension at the fourth and fifth grade levels.

Following the everyday activities for math are lists of the concepts students must know in the fourth and fifth grades, terms and definitions related to these concepts and drills to help students master multiplication facts and divisibility.

**Why is it important for families to become involved?** Studies link children's school success to their parent's attitudes and beliefs about education. Plus...between birth and age 19 – children spend 9% of their time in school and 91% of their time elsewhere! It is up to parents to make the elsewhere matter.

The most important things to remember are...to be there for your child...model how you want him or her to be...make reading fun...learn new things together...go to libraries and museums...if you can't go on vacation...plan fun staycations.

You are your child's first teacher...you owe it to him or her to be the best one you can be.

## English/ Language Arts

### Grade 4 -- Word Recognition

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

#### *Vocabulary and Concept Development*

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.

1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).

1.5 Use a thesaurus to determine related words and concepts.

1.6 Distinguish and interpret words with multiple meanings.

### Grade 5 -- Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

#### *Vocabulary and Concept Development*

1.2 Use word origins to determine the meaning of unknown words.

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).

1.5 Understand and explain the figurative and metaphorical use of words in context.

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## MAGAZINES

Choose a topic or hobby of your child's and subscribe to a magazine or go to the library and look through her favorites. Read through them together – or have her read through them alone. Have her circle any words she doesn't know and try to figure them out by the type of article she is reading – basically, by the context clues. When you're driving, have her circle root words and try to figure out the meaning of the attached prefixes and/or suffixes.

## STICKY NOTES

Choose a prefix, suffix or root word and look up other words that contain the same part. Write these words on sticky notes and place them all around the house. At the end of the week test her on them – for the number she gets correct – reward her with something small – like a minute off of chores for each correct answer.

## FUNNY PAPERS

Comics are filled with metaphors. Search for them while reading the funnies together and discuss them.

## METAPHOR and SIMILE GAME

While driving or at dinner – play the Metaphor or the Simile Game. Choose one, simile, and use that as the rule for talking. No one can say anything – even asking to pass the pasta unless they speak in a simile. For example, “the pasta, sitting as red as a rose at twilight, looks wonderful, please pass it,” or “my day was like an spinning top.”

## English/Language Arts

### **Grade 4 – Reading Comprehension -- *Structural Features of Informational Materials***

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

### **Grade 5 – Reading Comprehension -- *Structural Features of Informational Materials***

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

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### **MAGAZINES**

Read magazines together and discuss the context and types of articles. Discussing the context helps gauge understanding and order. When talking about the type of article – ask if it compared something or if something happened that triggered something else.

Look for pictures, charts, maps etc. and use them to help understand the written words. Discuss how these tools make the information organized and accessible at a glance.

Talking about cause and effect and compare and contrast in real life situations helps students understand the concepts and make them easier to apply to reading. For example, if you are driving and you see a highway patrolman on the side of the road with another vehicle...discuss what may have happened...what was the cause of the stop and what may the effect be.

### **TELEVISION**

Your son's favorite television show can help him acquire the necessary tools towards comprehension. At commercial breaks, discuss what happened and what will likely result from what happened. Television is the perfect short format for this type of analysis – it is predictable and your child will easily find cause and effect patterns as well as master sequence and order. Go over the TV guide together and let your child circle shows he would like to watch. After each show – talk about what happened in each that was similar and what happened in each that was different. Have him summarize the show. Added value: reading a TV guide helps him gather information.

### **IN THE KITCHEN**

Introduce compare and contrast in the context of her favorite meals. What is similar about the top two – what is different? Look at two different recipes of the same thing – chocolate chip cookies – for example. Compare and contrast the similarities and differences and then discuss how these differences will affect the cookies. Throw in a math lesson by baking each recipe and see if your analysis was correct.

### **BOOK ORDERS**

Scholastic, Troll and other book orders sent home are great, inexpensive ways to build your child's library. Let your child choose three or four titles. When the books come in – read each together. After each book ask: what happened in the story? What was your favorite part and why? If you could change anything about the story, what would it be?

When you are finished with all of the books – compare and contrast them. Talk about which was her favorite and why.

## English/Language Arts

### *Grade 4 – Reading Comprehension -- Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

### *Grade 5 – Reading Comprehension -- Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

#### *Expository Critique*

2.5 Distinguish facts, supported inferences, and opinions in text.

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### **IN THE KITCHEN**

Take a favorite recipe and change it. Ask your son how he would like to change it and why. Discuss what the possible results of the change could be. Make it the new way. What happened?

### **READING, READING, READING**

Read a weekly reader or magazine – even a high interest newspaper article will do – stop after every paragraph or so and talk about what is in the paragraph that foreshadows what will happen.

Stop during the commercials of favorite TV shows, or stop the DVD when watching movies, and ask your child what he thinks will come next. Ask what has happened to help him base his opinions.

Read a few pages of your child's AR, SSR or free reading book together. Ask her what has happen in her life that will help her predict what is going to happen in the story. Ask her to consider the titles and topic sentences and other clues within the writing, context clues, to help with the prediction.

### **CHECK FOR LEVEL-APPROPRIATE MATERIAL**

Choose a passage that's about 100 words or so. Have your child read aloud to you as you check for errors. Under four errors is fine, five to ten errors – ok if she is reading with someone else, over ten...this could be too difficult for her.

### **FACT FROM FICTION**

When ever you are reading with your child help him or her figure out what is fact and what is opinion. This works great in the grocery store. Have your child help you pick out the products you are going to buy. Have her help read the labels and figure out how nutritional the product is and how it will fit the needs of your family. Now, discuss what a commercial or ad may have said about this product. What is fact and what is opinion...go one step further and talk about what is product "hype". Kids remember advertisements...this is fun even if you are window shopping.

## English/Language Arts

### **Grade 4 -- English/Language Arts -- Literary Response and Analysis *Structural Features of Literature***

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

### **Grade 5 -- English/Language Arts -- Literary Response and Analysis *Structural Features of Literature***

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
  - 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
  - 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
  - 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
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### **LIBRARY TIME**

Pick one day a month for “library day”. If you can’t do it during school time – try for vacations and summer. Let your child browse as long as she wants. Be a good model by browsing along with her. Find something good and settle in if she is taking a long time. When a book is selected have your child read it to you everywhere: while you prepare dinner, in the car, anytime. Talk about the plot and characters and how each of these things influences what happens in the story. Discuss how the plot is resolved and how your child would have resolved differently.

Choose a week for different genres of literature – one for fairy tales, one for trickster tales etc. Your child will probably find a favorite and want to read everything in that genre.

### **HOLIDAYS AND CULTURAL READING**

During holidays – yours and those of other cultures – choose books that depict cultural differences. Read the stories and compare them to the similarities and differences in your lives.

### **HOBBIES**

What ever your child’s hobby – help him or her find things to read about it. Surf the web – pick up magazines. Reading through descriptions together is a great way to find information and a great skill your child will use for the rest of her life.

### **POETRY**

Look for favorites songs on the internet or encourage your child to remember the words and write them down. Remind her that songs are just poetry set to music.

### **EVERYWHERE READING**

Talk about the different kinds of reading we do and why we do each. Pleasure reading is different than reading labels at the store, which is different than reading the mail. Let your child help you with different reading tasks. While shopping, have her compare the labels on two different packages of something you’re buying. Let her compare ingredients on cereal boxes and choose one to purchase.

## Literary Terms

The following are important definitions in the academic life of an upper elementary student. Not only should students be able to define these words – he/she should be able to apply them to his/her writing.

### Figurative Language Definitions

**Allusion:** An allusion is a reference to a famous or well-known person, place, thing or happening that a writer assumes the reader will be familiar with. Make sure you target your audience when using allusions – if the reference is not understood – it is useless.

- Catherine jumped up and flew to her sister like Superman to save her from falling down the stairs.

**Analogy:** Comparison of like objects. An analogy implies that since things are alike in some ways they will be alike in all ways.

- Puppies are like plants. If you give them care and attention, they will be strong and healthy. If you ignore them they become weak and sick.

**Anecdote:** A brief story used to illustrate or make a point.

- George Washington cut down the tree and when asked, admitted he did. (This anecdote shows Washington's honesty.)

**Antithesis:** An antithesis is the exact opposite. It is used in writing to show opposite ideas in the same thought or sentence.

- They promised freedom and provided slavery.

**Exaggeration:** Like a hyperbole or overstatement, an exaggeration is a stretching of the truth to illustrate a point.

- If I miss the dance tonight I will just die!

**Flashback:** A flashback is when a writer interrupts a story to go back and explain an earlier happening.

**Foreshadowing:** Clues or hints a writer uses to suggest what is going to happen next in the story.

**Hyperbole:** An extreme exaggeration or overstatement used by a writer to add emphasis.

- My mother went ballistic when she saw her broken vase.

**Idiom:** Words used in a way that is different from their actual or literal meaning.

- The drive took longer than a cross-Atlantic flight.

**Irony:** A technique by which a word or phrase means the exact opposite of its normal meaning.

- Samantha never laughed or joked, so we called her smiley.

**Juxtaposition:** Putting two or more thoughts, ideas, pictures or words together to create a new, mainly ironic, meaning. Oh, the fun of a dentist visit!

**Loaded words:** Persuasive writing in which words are used to make one feel for or against something. Often used in advertising.

- The new and improved dishwashing liquid is milder and cleaner smelling than the other brands.

**Metaphor:** A figure of speech comparing two things without the use of as or like.

- The rain fell in sheets all night long.

**Onomatopoeia:** The use of words whose sounds makes you think of the meaning.

- *Example: buzz, gushy, swish, zigzag or zip*

**Oxymoron:** When two words with opposing meanings are put together for effect.

- small fortune

**Paradox:** A true statement even though it appears to be stating two opposing things.

- The less money I have, the more I spend.

**Parallelism:** Repeating similar grammar and rhythm structures in words, phrases and sentences.

- The go-cart raced down the hill, turned the final corner and almost screeched to a halt before it flew over the cliff.

**Personification:** Giving inanimate objects human characteristics.

- The water raced down the rocks, tripping as it tangled between them.

**Sarcasm:** A word or phrase that makes fun of or puts down someone or something; however, used in a way so as to have the exact opposite meaning of what is intended.

- "Way to go!" I said as my friend spilled her soda down the front of her pants.

**Simile:** A figure of speech using as or like to compare two things

- They floated across the water like clouds floating in the summer sky.

**Symbolism:** Use of a real object to represent an idea.

**School Ready**

# **Activities to Gain Proficiency**

# About Reading

## The Secret to Success: It is all about the words...

The most important thing any student can do to improve his/her chances of academic success is to **READ...READ...READ!** You can support your child as a reader by helping him/her set aside a regular time every day to read. In the Fourth and Fifth Grades...it is important that **a minimum of 30-45** minutes per day are spent reading and that at least 15 of those minutes are spent reading aloud to an adult. Children should read both fiction and non-fiction and what is read should be discussed to make certain your child understands what has been read. Even magazines – at the appropriate reading level – make for great reading practice.

Students who read do better in school. Students who read do better on tests. They can comprehend written material and digest it more rapidly and with less frustration than students who don't read for pleasure. Even math has written information in each and every question.

**Remember:** While 30-45 minutes is preferred -- even **15-20 minutes per day** will make all of the difference in the world!

Fourth and Fifth Grades are important years. They are turning points – crucial years in regard to academic content and important crossroads that begin to set students down one of two roads – academic success or below basic. If your child is behind this year – it is essential to spend time catching up...working math facts and **READING...everyday.**

**List your favorite books and share with your child:**

## Words Every Fourth Grader Should Know

room	cut	space	dog	hundred
sea	done	inside	shown	ten
against	group	ago	mean	fast
top	true	sad	English	felt
turned	half	early	rest	kept
learn	red	I'll	perhaps	notice
point	fish	learned	certain	can't
city	plants	brought	six	strong
play	living	close	feel	voice
toward	black	nothing	fire	probably
five	eat	though	ready	area
himself	short	idea	green	horse
usually	United States	before	yes	matter
money	run	lived	built	stand
seen	book	became	special	box
didn't	gave	add	ran	start
car	order	become	full	that's
morning	open	grow	town	class
I'm	ground	draw	complete	piece
body	cold	yet	oh	surface
upon	really	less	person	river
family	table	wind	hot	common
later	remember	behind	anything	stop
turn	tree	cannot	hold	am
move	course	letter	state	talk
face	front	among	list	whether
door	American	able	stood	fine

## Words Every Fifth Grader Should Know

accident	class	follow	mind	road	sugar
ache	clear	forget	minute	room	summer
act	cloth	forgot	mirror	rooster	sweater
afternoon	cocoa	fork	month	root	talk
against	company	forth	mountain	rose	taste
alone	copy	furniture	move	rubber	teacher
already	cost	garage	music	rug	tear
answer	cough	gate	napkin	ruler	Thanksgiving
arm	cousin	glad	neither	sail	thick
automobile	crackers	golden	nickel	salt	thirsty
bandage	crayons	grade	none	sandwich	thousand
bank	crowd	grain	noon	scissors	throat
bathe	crown	great	nor	scooter	thumb
beautiful	cry	grocery	north	season	tire
begin	cupboard	guess	note	self	toe
begun	curtain	hammer	nurse	sent	tomatoes
believe	danger	handkerchief	ocean	serve	tomorrow
blackboard	date	heard	office	several	tongue
bleed	dentist	heart	often	shadow	touch
blind	die	hour	other	shape	tough
blood	dining	ice	ought	ship	towel
body	dinner	indoors	outdoors	shirt	train
bow	dirt	instead	overalls	short	tub
bridge	doctor	iron	pain	shoulder	twenty
broom	double	juice	pants	sick	ugly
bump	drawer	knee	pass	silk	umbrella
burnt	drug	lady	past	sir	until
butcher	each	laid	paste	size	valley
butterfly	earth	lamp	peach	skirt	visit
captain	either	leather	pillow	sold	wait
careless	eleven	lemonade	point	soldier	war
catch	end	lesson	porch	sore	waste
chain	eraser	lettuce	post	south	weather
chalk	evening	lie	potatoes	speak	wheat
chance	everything	lip	pound	spoke	whether
change	except	load	puzzle	spoon	whole
cheek	expect	low	quarter	spread	whom
chief	fair	mailman	quite	spring	whose
child	feed	market	rather	square	women
chocolate	fell	measure	reach	star	worry
choose	fellow	medicine	reason	stocking	wrap
church	fill	mend	rest	stomach	wrong
circle	finish	mile	ribbon	stove	zipper

## Fluency Practice Instructions

Increasing fluency proficiency using short lists and passages is an engaging way to help students move from dragging themselves across endless pages of text – to truly enjoying the written word. The following techniques, designed to move students from disfluent to fluent readers, are research based and use highly effective instructional practices.

### Materials:

- One timer
- This book

### Scoring:

The bottom of each passage has the following three lines:

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Each passage has the total number of minutes allowed for reading the passage orally. Tell your child how long he or she will have. Have a clear signal to start. I like... “ready...begin.” Make two copies of each passage – one for you and one for your child.

Signal to begin. If your child misses a word, underline it in pencil. When time is up deduct the number of words your child missed from the total number of words he/she read to get the WPM or words per minute. The total words of the passage are in a running tally column on the right of each word list or passage. Reuse the word lists and passages until your child sails through them with ease. If your child is not finished reading the passage when the time is up, mark his or her spot on your paper, but let him or her finish the passage for practice.

The word lists are comprised of words each student should know by fourth and fifth grades.

Studying does not have to be drudgery. Make a game out of it. Let your child read the timed passages as many times as he or she would like. Practice makes perfect after all. Use funny voices, accents...make a game out of it.

Reading fluency (Harris and Hodges, 1995) is “freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.” The charts below identify desired words per minute for oral reading fluency by grade level.

## Oral Reading Fluency

Again, reading fluency is the speed or rate of reading, as well as the ability to read while expressing smoothly, effortlessly and automatically without thought to the decoding process.

A student's reading rate is calculated by dividing the number of words read correctly by the total time reading. The drills in this handbook are designed as one minute reads to help build fluency. They are embedded in the activities, take minutes out of the day and, if completed daily, work to build competent readers.

As a general guide, students should reach the following fluency benchmarks:

### Grade Three

Fall	Grade 3	79 - 110 words per minute
Winter	Grade 3	93 - 123 words per minute
Spring	Grade 3	114 - 142 words per minute

### Grade Four

Fall	Grade 4	99 - 125 words per minute
Winter	Grade 4	112 - 133 words per minute
Spring	Grade 4	123 - 145 words per minute

### Grade Five

Fall	Grade 5	106 - 132 words per minute
Winter	Grade 5	118 - 143 words per minute
Spring	Grade 5	139 - 151 words per minute

Name \_\_\_\_\_

Use this chart to keep track of your oral reading fluency

### Oral Fluency Record

Passage Number	DATE	CWPM	DATE	CWPM	DATE	CWPM	DATE	CWPM	DATE	CWPM

CWPM = correct words per minute

## Sight Word Fluency Practice – Practice Sheet 1

This is a 60 second timed practice. When time is up calculate the total WPM read.

room	cut	Space	dog	hundred	<b>5</b>
sea	done	Inside	shown	ten	<b>10</b>
against	group	Ago	mean	fast	<b>15</b>
top	true	Sad	English	felt	<b>20</b>
turned	half	Early	rest	kept	<b>25</b>
learn	red	I'll	perhaps	notice	<b>30</b>
point	fish	Learned	certain	can't	<b>35</b>
city	plants	Brought	six	strong	<b>40</b>
play	living	Close	feel	voice	<b>41</b>
toward	black	Nothing	fire	probably	<b>50</b>
five	eat	Though	ready	area	<b>55</b>
himself	short	Idea	green	horse	<b>60</b>
usually	United States	Before	yes	matter	<b>65</b>
money	run	Lived	built	stand	<b>70</b>

Total Words Read: \_\_\_\_\_

Minus errors: \_\_\_\_\_

= WPM \_\_\_\_\_

\*Practice these words until you know them!

## Sight Word Fluency Practice – Practice Sheet 2

This is a 60 second timed practice. When time is up calculate the total WPM read.

seen	book	Became	special	box	<b>5</b>
didn't	gave	Add	ran	start	<b>10</b>
car	order	Become	full	that's	<b>15</b>
morning	open	Grow	town	class	<b>20</b>
I'm	ground	Draw	complete	piece	<b>25</b>
body	cold	Yet	oh	surface	<b>30</b>
upon	really	Less	person	river	<b>35</b>
family	table	Wind	hot	common	<b>40</b>
later	remember	Behind	anything	stop	<b>41</b>
turn	tree	Cannot	hold	am	<b>50</b>
move	course	Letter	state	talk	<b>55</b>
face	front	Among	list	whether	<b>60</b>
door	American	Able	stood	fine	<b>65</b>
seen	book	Became	special	box	<b>70</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them

### Sight Word Fluency Practice – Practice Sheet 3

This is a 60 second timed practice. When time is up calculate the total WPM read.

accident	blackboard	chance	cough	double	fill	<b>6</b>
ache	bleed	change	cousin	drawer	finish	<b>12</b>
act	blind	cheek	crackers	drug	follow	<b>18</b>
afternoon	blood	chief	crayons	each	forget	<b>24</b>
against	body	child	crowd	earth	forgot	<b>30</b>
alone	bow	chocolate	crown	either	fork	<b>36</b>
already	bridge	choose	cry	eleven	forth	<b>42</b>
answer	broom	church	cupboard	end	furniture	<b>48</b>
arm	bump	circle	curtain	eraser	garage	<b>54</b>
automobile	burnt	chance	danger	evening	gate	<b>60</b>
bandage	butcher	class	date	everything	glad	<b>66</b>
bank	butterfly	clear	dentist	except	golden	<b>72</b>
bathe	captain	cloth	die	expect	grade	<b>78</b>
beautiful	careless	cocoa	dining	fair	grain	<b>84</b>
begin	catch	company	dinner	feed	great	<b>90</b>
begun	chain	copy	dirt	fell	grocery	<b>96</b>
believe	chalk	cost	doctor	fellow	guess	<b>102</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

### Sight Word Fluency Practice – Practice Sheet 4

This is a 60 second timed practice. When time up calculate the total WPM read.

there	after	morning	party	bigger	don't	<b>6</b>
hold	shoe	water	hear	told	light	<b>12</b>
wish	grass	why	always	faster	spring	<b>18</b>
fly	road	save	mile	hide	today	<b>24</b>
inside	everything	believe	garden	minute	quiet	<b>30</b>
carefully	fight	empty	yet	wide	through	<b>36</b>
field	act	leave	taken	sugar	alarm	<b>42</b>
difference	insist	since	bush	fry	hammer	<b>48</b>
habit	worm	shiver	decided	entered	harvest	<b>54</b>
pride	canoe	certainly	jealous	they're	realized	<b>60</b>
argue	original	uniform	valuable	wreaked	prevent	<b>66</b>
annoy	phase	failure	applaud	yield	ordeal	<b>72</b>
region	vision	ignored	behaved	protest	prevent	<b>78</b>
relative	safe	few	tube	steep	kept	<b>84</b>
gain	suit	steal	reach	sigh	wait	<b>90</b>
trunk	gray	still	coast	odd	gold	<b>96</b>
creek	wrote	blind	true	crumb	grown	<b>102</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

### Sight Word Fluency Practice – Practice Sheet 4

This is a 60 second timed practice. When time is up calculate the total WPM read.

other	another	anyone	every	someone	myself	<b>6</b>
family	friend	people	again	anything	anyway	<b>12</b>
everyone	first	wood	brook	tool	out	<b>18</b>
wool	push	full	roof	group	prove	<b>24</b>
stood	stool	hook	smooth	shoot	bush	<b>30</b>
fool	pull	soup	move	horse	firm	<b>36</b>
learn	dirty	world	pure	board	heard	<b>42</b>
return	cure	score	worn	thirteen	curl	<b>48</b>
shirt	search	alarm	false	jaw	charge	<b>54</b>
full	junk	risk	sink	public	question	<b>60</b>
jacket	blank	crooked	drink	topic	track	<b>66</b>
blanket	struck	mistake	beauty	ugly	lazy	<b>72</b>
ready	marry	ready	sorry	empty	honey	<b>78</b>
valley	movie	duty	hungry	lonely	alley	<b>84</b>
twenty	turkey	hockey	fifty	monkey	donkey	<b>90</b>
buy	guess	lying	tying	around	sound	<b>96</b>
heard	store	more	bore	chore	snore	<b>102</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

## Sight Word Fluency Practice – Practice Sheet 6

This is a 60 second timed practice. When time is up calculate the total WPM read.

hammer	lettuce	post	south	weather	sugar	<b>6</b>
handkerchief	lie	potatoes	speak	wheat	summer	<b>12</b>
heard	lip	pound	spoke	whether	sweater	<b>18</b>
heart	load	puzzle	spoon	whole	talk	<b>24</b>
hour	low	quarter	spread	whom	taste	<b>30</b>
ice	mailman	quite	spring	whose	teacher	<b>36</b>
indoors	market	rather	square	women	tear	<b>42</b>
instead	measure	reach	star	worry	Thanksgiving	<b>48</b>
iron	medicine	reason	stocking	wrap	thick	<b>54</b>
juice	mend	rest	stomach	wrong	thirsty	<b>60</b>
knee	mile	ribbon	stove	zipper	thousand	<b>66</b>
lady	lettuce	howl	south	weather	throat	<b>72</b>
laid	lie	shout	speak	wheat	thumb	<b>78</b>
lamp	lip	cause	spoke	whether	tire	<b>84</b>
leather	load	always	spoon	whole	toe	<b>90</b>
lemonade	low	dawn	spread	whom	tomatoes	<b>96</b>
lesson	mailman	mount	spring	whose	tomorrow	<b>102</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

## Sight Word Fluency Practice – Practice Sheet 7

This is a 60 second timed practice. When time is up calculate the total WPM read.

market	rather	square	women	mind	road	<b>6</b>
measure	reach	star	worry	minute	room	<b>12</b>
medicine	reason	stocking	wrap	mirror	rooster	<b>18</b>
mend	rest	stomach	wrong	month	root	<b>24</b>
mile	ribbon	stove	zipper	mountain	rose	<b>30</b>
office	several	tongue	point	move	rubber	<b>36</b>
often	shadow	touch	porch	music	rug	<b>42</b>
other	shape	tough	post	napkin	ruler	<b>48</b>
ought	ship	towel	potatoes	neither	sail	<b>54</b>
outdoors	shirt	train	pound	nickel	salt	<b>60</b>
overalls	short	tub	waste	none	sandwich	<b>66</b>
pain	shoulder	twenty	weather	noon	scissors	<b>72</b>
pants	sick	ugly	ruler	nor	scooter	<b>78</b>
pass	silk	umbrella	rose	north	season	<b>84</b>
past	sir	pillow	sold	note	self	<b>90</b>
paste	size	point	soldier	nurse	sent	<b>96</b>
peach	skirt	porch	sore	ocean	serve	<b>102</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

## Sight Word Fluency Practice – Practice Sheet 8

This is a 60 second timed practice. When time is up calculate the total WPM read.

accident	class	follow	mind	road	sugar	<b>6</b>
ache	clear	forget	minute	room	summer	<b>12</b>
act	cloth	forgot	mirror	rooster	sweater	<b>18</b>
afternoon	cocoa	fork	month	root	talk	<b>24</b>
against	company	forth	mountain	rose	taste	<b>30</b>
alone	copy	furniture	move	rubber	teacher	<b>36</b>
already	cost	garage	music	rug	tear	<b>42</b>
answer	cough	gate	napkin	ruler	tell	<b>48</b>
arm	cousin	glad	neither	sail	thick	<b>54</b>
automobile	crackers	golden	nickel	salt	thirsty	<b>60</b>
bandage	crayons	grade	none	sandwich	thousand	<b>66</b>
bank	crowd	grain	noon	scissors	throat	<b>72</b>
bathe	crown	great	nor	scooter	thumb	<b>78</b>
beautiful	cry	grocery	north	season	tire	<b>84</b>
begin	cupboard	guess	note	self	toe	<b>90</b>
begun	curtain	hammer	nurse	sent	tomatoes	<b>96</b>
believe	danger	handkerchief	ocean	serve	tomorrow	<b>102</b>
blackboard	date	heard	office	several	tongue	<b>108</b>
bleed	dentist	heart	often	shadow	touch	<b>114</b>
blind	die	hour	other	shape	tough	<b>120</b>
blood	dining	finish	ought	ship	towel	<b>126</b>
body	dinner	also	outdoors	shirt	train	<b>132</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

## Sight Word Fluency Practice – Practice Sheet 9

This is a 60 second timed practice. When time is up calculate the total WPM read.

bow	dirt	instead	overalls	short	tub	<b>6</b>
bridge	doctor	iron	pain	shoulder	twenty	<b>12</b>
broom	double	juice	pants	sick	ugly	<b>18</b>
bump	drawer	knee	pass	silk	umbrella	<b>24</b>
burnt	drug	lady	past	sir	until	<b>30</b>
butcher	each	laid	paste	size	valley	<b>36</b>
butterfly	earth	lamp	peach	skirt	visit	<b>42</b>
captain	either	leather	pillow	sold	wait	<b>48</b>
careless	eleven	lemonade	point	soldier	war	<b>54</b>
catch	end	lesson	porch	sore	waste	<b>60</b>
chain	eraser	lettuce	post	south	weather	<b>66</b>
chalk	evening	lie	potatoes	speak	wheat	<b>72</b>
chance	everything	lip	pound	spoke	whether	<b>78</b>
change	except	load	puzzle	spoon	whole	<b>84</b>
cheek	expect	low	quarter	spread	whom	<b>90</b>
chief	fair	mailman	quite	spring	whose	<b>96</b>
child	feed	market	rather	square	women	<b>102</b>
chocolate	fell	measure	reach	star	worry	<b>108</b>
choose	fellow	medicine	reason	stocking	wrap	<b>114</b>
church	fill	mend	rest	stomach	wrong	<b>120</b>
circle	finish	mile	ribbon	stove	zipper	<b>126</b>
bow	dirt	tight	overalls	short	tub	<b>132</b>

Total Words Read: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Practice these words until you know them!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 10

This is a 60 second timed practice. When time is up calculate the total WPM read. This passage is written at grade level 4.

What if you could live anywhere on this Earth. Where	10
would you live? Would you live by the sea or an ocean?	22
Would you live by a lake in the mountains? Would you live	34
where it rains most of the time? Would you live where it	47
is sunny and warm? No matter what type of weather you	58
choose, you can find it all in the United States. The United	70
States is a large country. There are 50 states in the United	82
States. All of the states are different, but they are all under	94
the same federal government.	98
The major landform regions are the Coastal Plain, the	107
Appalachian Mountains, the Interior Plains, the Rocky	114
Mountains, the Intermountain Region and the Western	121
mountains and valleys. The climate varies a lot among these	131
regions.	132

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 11

This is a 60 second timed practice. When time is up calculate the total WPM read. This passage is written at 4.5 grade level.

The Pomo are Native Americans. They lived along the	9
California Coast. They were hunters and gathers. The men	18
hunted and fished. The women and children gathered berries	27
and nuts.	29
Some Pomo villages had only 100 people in them.	38
Others had over 1,500 people in them. They lived in cone	49
shaped houses. The houses were made by putting up poles	59
and piling redwood bark on them.	65
The Pomo made beautiful baskets. They were finely	73
woven. They were decorated with beads and shells.	81
Some of the Pomo moved inland near Clear Lake. They	91
build houses out of wood and brush. They were a lot like the	104
coastal Pomo tribes. They hunted and gathered. They built	113
beautiful baskets. They often visited their coastal friends.	121

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 12

This is a 60 second timed practice. When time is up calculate the total WPM read. This passage is written grade level at 4.7.

History in the United States begins thousands of years ago. The people who lived then are the ancestors of the present day Native Americans. An ancestor is an early family member who lived long ago.	9 19 28 34
Experts are not sure how these first people got here. There are many theories. A theory is an idea of how something happened based on research.	44 54 59
One theory is that they came across a land bridge. A long time ago there was a land bridge between Russia and Alaska. The bridge was where the Bering Strait is now. If you watch the television show The Deadliest Catch, you watch fishermen sail on the Bering Strait. The water is rough and there are many storms.	71 82 94 102 113 117
Long ago, the land would have been cold and icy. It would have been a difficult trip.	128 134

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 13

This is a 60 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 4.8.

Some of the stories we have about the first Americans	10
come from their descendents. These stories have been	18
passed down for generations. Sometimes these stories are	26
called legends. Today, Native American groups use legends	34
to tell about their past.	39
The Huron have an interesting story. It is a story that	50
tells of their origins. Origin means how they began. In this	61
story water covers the Earth. Land forms slowly as soil falls	72
from the claws of a turtle. The turtle picks up the soil from	85
the bottom of the ocean.	90
The Apache also have a legend about the earth being	100
covered in water. In there story all things lived in the	111
underworld and all things could talk.	117
It is a very interesting story. All of the legend stories are	129
interesting. If you have the internet, you should check them	139
out. If not, you can go to the library and find them there.	152

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 14

This is a 60 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 5.

#### The Olmec

The Olmec civilization was one of the earliest in the Americas. They ruled a part of what is now southern Mexico. Their oldest city discovered is San Lorenzo. It is located by a river. Ancient people build cities by rivers because they used the water for many things.	10 20 30 40 48
They need it to drink. They also used it to build a trade system. They transported their goods to other places using the river. Olmec artifacts have been found all over Mexico.	61 70 80
They were very smart. They developed a calendar and a counting system. Some historians believe that they are the mother of all cultures in the Americas.	90 99 106
No one is sure how their government worked. No one knows if they had an army or how they really lived. No one is certain what happened to them. What is certain is that they had a great influence over many later cultures.	116 129 140 149

Total Words Read: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 15

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 5.

#### Columbus

<p>In 1492 people in Europe thought the world was small. They believed</p>	12
<p>it only included Europe, Asia and Africa. No one knew what was across</p>	25
<p>the Atlantic Ocean. Some people wanted to find out.</p>	33
<p>An Italian explorer was one of them. His name was Christopher</p>	44
<p>Columbus. He thought if he sailed far enough out over the Atlantic Ocean</p>	58
<p>he would reach Asia.</p>	62
<p>Columbus misunderstood how large the Earth was. Many people</p>	71
<p>thought his ideas were crazy. But he thought if he found a short way to</p>	86
<p>Asia he would make lots of money trading goods. The queen of Spain</p>	99
<p>agreed.</p>	100
<p>He set sail and landed in the Bahamas rather than Asia. He thought he</p>	114
<p>was in the West Indies so he called the people Indios. Spain was glad he</p>	129
<p>discovered new land.</p>	132
<p>His second voyage was in 1493. His job was to find new territories. He</p>	146
<p>had 17 ships. They carried supplies and about 1,200 men to colonize the</p>	159
<p>region. The colonists included priests, farmers, and soldiers. The goals of</p>	170
<p>many Europeans were to find new land and settle there. If people lived in</p>	184
<p>the new land the Europeans wanted to convert them to Christianity.</p>	195
<p>He took four voyages in all.</p>	202

Total Words Read divided by 2: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 16

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 5.

#### Columbus

<p>In 1492 people in Europe thought the world was small. They believed it only included Europe, Asia and Africa. No one knew what was across the Atlantic Ocean. Some people wanted to find out.</p>	<p>12 25 33</p>
<p>An Italian explorer was one of them. His name was Christopher Columbus. He thought if he sailed far enough out over the Atlantic Ocean he would reach Asia.</p>	<p>44 58 62</p>
<p>Columbus misunderstood how large the Earth was. Many people thought his ideas were crazy. But he thought if he found a short way to Asia he would make lots of money trading goods. The queen of Spain agreed.</p>	<p>71 86 99 100</p>
<p>He set sail and landed in the Bahamas rather than Asia. He thought he was in the West Indies so he called the people Indios. Spain was glad he discovered new land.</p>	<p>114 129 132</p>
<p>His second voyage was in 1493. His job was to find new territories. He had 17 ships. They carried supplies and about 1,200 men to colonize the region. The colonists included priests, farmers, and soldiers. The goals of many Europeans were to find new land and settle there. If people lived in the new land the Europeans wanted to convert them to Christianity.</p>	<p>146 159 170 184 195</p>
<p>He took four voyages in all.</p>	<p>202</p>

Total Words Read divided by 2: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 17

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 5.

By the 1500s, explorers were here to stay. When they came on shore	13
they put up a cross to claim the land. But, with no one staying to protect	29
their claim no one paid attention to the rights of others.	40
Explorers claimed land claimed by other nations. They also claimed	50
land that was occupied by Native Americans. Spain had a big influence.	62
Spain established a colony called New Spain in 1535. Spain formed	73
colonies to protect the land and govern the people living on the land.	86
Spain set up colonies in North America and Central America. It also set	99
up colonies on some islands in the Caribbean Sea.	108
New Spain was run by people in Mexico City. The settlers discovered	120
gold and silver. They also set up large farms called plantations.	131
There were about 100,000 Spanish colonists by 1550. They needed	141
workers. They made the Native American's their slaves. They used them	152
to work crops. They used them to mine gold and silver. Many Native	164
Americans were overworked and died. Others starved to death. Many	173
died from diseases they were not used to. They had never been exposed to	187
things like the flu and smallpox before.	194
Some colonists were worried about the Native Americans. A landowner	204
named Las Cases helped get the Native Americans better treatment.	214
When too many Natives died, Africans were brought in to replace them.	226
They worked under the same bad conditions.	233

Total Words Read divided by 2: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 18

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 4.3.

#### The Virginia Colony

England saw Spain growing wealthy from colonies. They wanted a piece of	12
the action. Queen Elizabeth I of England told her captains to attach Spain's	25
treasure ships. They captured much treasure and grew powerful and rich.	36
England wanted their share of colonies. In 1584, Queen Elizabeth told a	48
man to set up colonies for England. His name was Walter Raleigh. A year	62
later he took 100 people to Roanoke Island. He later changed the name to	76
Virginia. They did not stay long. They ran out of food. When another ship	90
came they left.	93
The other ship was led by John White. They arrived in 1587. They also ran	108
low on food. They were attacked by Native Americans. White went back to	121
England to get food and supplies. It took him three years to return. When he	136
did all of the settlers were gone.	143
No one really knows what happened to the settlers. Some say they went to	157
live on Croatoan Island with the Native Americans. Some say they were killed.	170
Roanoke became known as the lost colony.	177

Total Words Read divided by 2: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 19

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 4.3.

#### Jamestown

The English settlements at Roanoke failed. This didn't stop English	10
merchants from wanting colonies in the New World. Merchants are people	21
who own businesses. They saw the New World as a way to riches. Several	36
merchants set up The Virginia Company. They asked King James I permission	48
to America	50
King James gave his permission. In 1607, three ships sailed from England	62
to the Chesapeake Bay in Virginia. The ships carried 105 people. They were	75
all men. The first women did not arrive until 1619.	85
The new settlers sailed up the river. They named it the James River after the	100
king. They chose a spot to build their settlement. They called it Jamestown.	113
The place they picked for Jamestown was not very good. It was swampy	126
and had lots of mosquitoes. The colonists had trouble because they didn't	137
know how to farm or hunt and gather. They came to the New World looking	152
for riches like gold. They spent so much time looking for gold that no one	167
bothered to plant food. When winter came they had nothing to eat and more	181
than half of the colonists died.	187

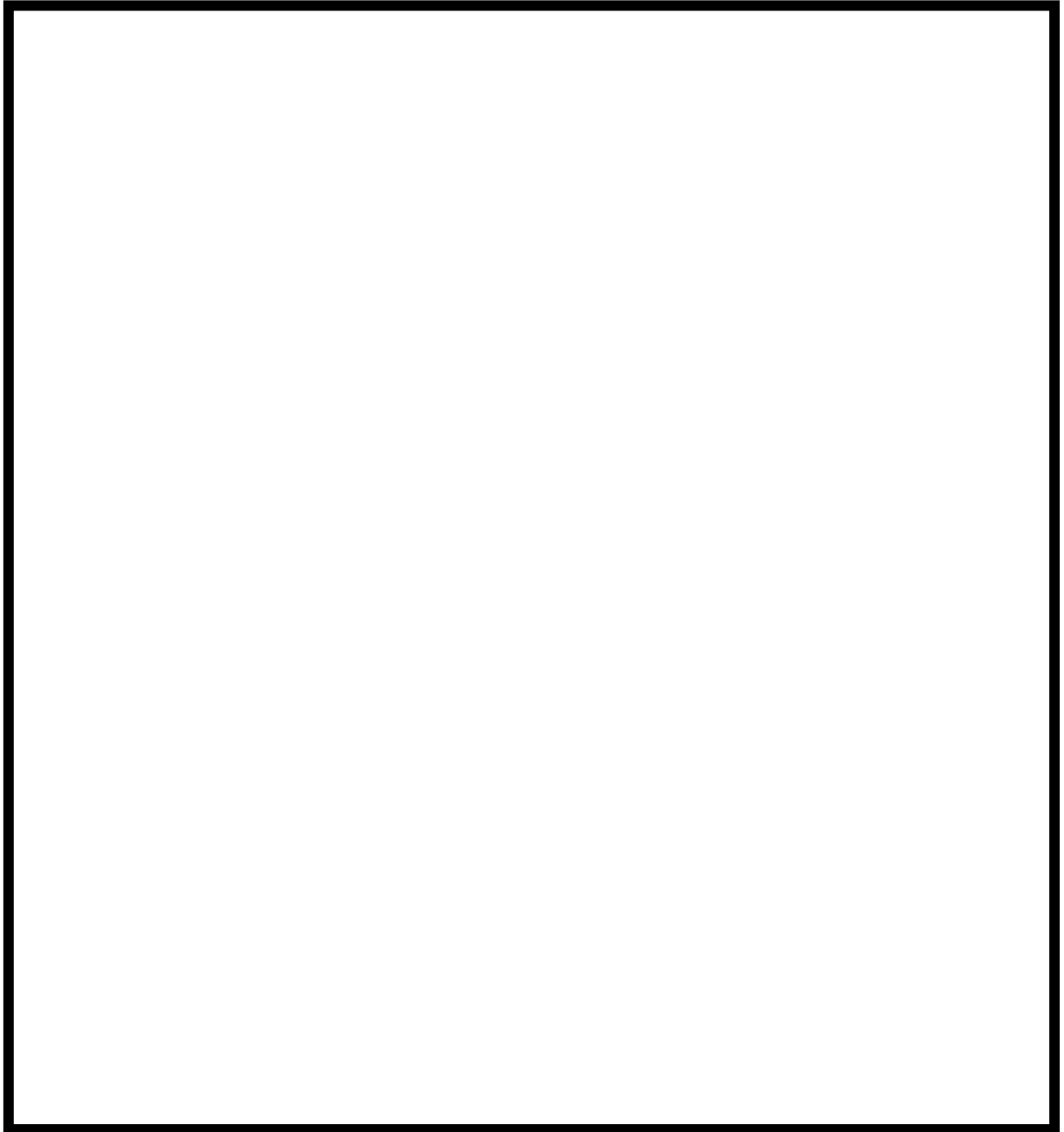
Total Words Read divided by 2: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Jamestown Needs YOU! – Recruitment Poster**

Imagine it is your job to gather the next group of men to go to Jamestown and you are having trouble getting anyone to agree. The winters are harsh, there is little foods and you have to leave your family. Create a poster advertisement to recruit people for your next trip.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 20

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 4.3.

#### Jamestown 2

Jamestown may never have survived without Captain John Smith. It would	11
probably have been like Roanoke. John Smith was a captain, explorer and	23
writer. He became the leader of Jamestown. He made a very important law.	36
He said that if people did not work they could not eat. Soon all of the colonists	53
had gardens and were building shelters. They also build solid wooden walls	65
called palisades to protect themselves from the Native American attacks.	75
The Native Americans were part of the Powhatan Confederacy. There were	86
30 tribes in the confederacy who where united under one chief. The conflicts	99
between the colonists and the Powhatan's were many. The fights would lead to	112
both sides capturing people.	116
One day John Smith was captured. Legend has it that he was supposed to be	131
killed, but the chief's daughter saved his life. The chief's daughter was	143
Pocahontas. No one really knows if this story is true. But we do know that	158
there was a short lived peace between the two groups. During this time they	172
traded goods and cooperated with each other.	179

Total Words Read divided by 2: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Captain John Smith – Give a Speech

Imagine you are John Smith and you have to give a speech to the colonists about how they need to get to work and improve their lives. Remember to be motivational and creative.

Topic: <i>(Decide on a super topic)</i>
Attention Grabber: <i>(Think of a wham-bang sentence that will get your audience to stand up and take notice)</i>
Main Idea:
Supporting Idea: <i>(What ideas will tell your audience to support your main idea)</i>
Detail and Example: <i>(What details, examples and evidence do you have)</i>
Detail and Example: <i>(What details, examples and evidence do you have)</i>
Main Idea 2
Supporting Idea <i>(What ideas will tell your audience to support your main idea)</i>
Detail and Example 2: <i>(What details, examples and evidence do you have)</i>
Detail and Example 2: <i>(What details, examples and evidence do you have)</i>
Conclusion: <i>( Think of a sentence that will make it clear to your audience that you are ready to wrap up your speech)</i>
Restatement of main points: <i>(Summarize your main points restating each piece of information you want your audience to remember)</i>
Closer: <i>(Think of a final sentence to help your audience remember your speech)</i>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 21

This is a 120 second timed practice. When the time is up calculate the total WPM read. This passage is written grade level 5.

#### Jamestown Makes a Profit

The living conditions in Jamestown were horrible. Many people	9
died in the early years. But by 1613 more and more people came	22
and the population grew.	26
The people even began to make money. Not by finding silver and	38
gold like they planned, but by growing tobacco. The Virginia	48
Company grew tobacco. They sold it in Europe and became wealthy.	59
Growing tobacco required many workers. To get workers, they	68
offered to pay for a person's trip to the New World if the person	82
agreed to work for them for a set length of time. These people were	96
not paid to work. They were called indentured servants. They	106
earned their freedom when their contract was over.	114
In 1619 the first Africans came to Jamestown. We do not know if	126
they were treated as slaves or as indentured servants. We do know	138
that after a while Virginia's economy required more enslaved	147
workers. Africans were then brought here and forced to work as	158
slaves.	159

Total Words Read divided by 2: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Anti-Tobacco Cartoon

It may surprise you to know that even King James I thought smoking tobacco was dangerous and a terrible habit. He even suggested that it would damage a smoker's lungs. In the boxes below, create a cartoon for children warning against smoking cigarettes.


Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 22

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 5.

#### The Plymouth Colony

The Mayflower brought the Pilgrims to the New World in 1620.	11
The journey across the Atlantic Ocean was harsh. Passengers	20
traveled in the cargo hold of the ship. The air was heavy and it	34
smelled horrible. The ship swayed with the waves and the people	45
were often sick. The trip took two months.	53
The Pilgrims came to the New World so that they could practice	65
the religion they wanted. They couldn't do that in England. There	76
everyone had to belong to the Church of England.	85
The Pilgrims went from England to the Netherlands. They could	95
be any religion they wanted there, but they didn't want to be Dutch.	108
So, they set out to build their own society.	117
The Virginia Company agreed to pay the way for the Pilgrims to	129
come to the New World. The Pilgrims had to agree to repay The	142
Virginia Company with lumber and furs from their new home.	152
The Pilgrim's were also called Separatists because they wanted to	163
build their own religion and their own society.	171

Total Words Read divided by 2: \_\_\_\_\_  
Minus errors: \_\_\_\_\_  
= WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sight Word Fluency Practice – Practice Sheet 23

This is a 120 second timed practice. When time is up calculate the total WPM read. This passage is written grade level 4.3.

#### The Mayflower Compact

<p>The Mayflower was actually headed for Virginia. It got lost.</p>	10
<p>Storms blew it off course. It landed at what is Cape Cod today. The</p>	24
<p>people on the Mayflower were originally from England. In England</p>	34
<p>people had the right to elect some of their own leaders. They had a</p>	48
<p>king, but they also had representatives in the Parliament.</p>	57
<p>There were great things about landing in Cape Cod – where</p>	67
<p>Plymouth Rock is. They had a harbor. They had fresh water</p>	78
<p>nearby. They had good farmland. The bad thing was that it was far</p>	91
<p>away from Virginia, so they had no government or laws to protect</p>	103
<p>them.</p>	104
<p>To keep order, all of the men on board the Mayflower signed a</p>	117
<p>contract called the Mayflower Compact. They all agreed on fair laws</p>	128
<p>made for the good of the colony. They agreed they would govern</p>	141
<p>themselves. This meant that everyone who signed it had a right to</p>	153
<p>help make the laws. This was a system of majority rules. This is a</p>	167
<p>democratic idea and one of the most important parts of our</p>	178
<p>government today. Even the people who crossed the Atlantic</p>	187
<p>realized the importance of majority rules.</p>	193

Total Words Read divided by 2: \_\_\_\_\_  
 Minus errors: \_\_\_\_\_  
 = WPM \_\_\_\_\_

\*Since this is a two minute timed reading you have to divide by 2 to get the one minute WPM.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Plymouth Colony – What Would You Do...

Imagine you are the Captain of a ship sailing to the New World in 1620. You land on a beautiful rocky beach. You feel happy to be alive and to have all of the people you brought with you alive as well.

But, you traveled through some horrible storms. These storms threw you off course. You have to start a new settlement. What would you do? What do you think the most important thing is? What do you need?

Make a list of the first things you have to do when you arrive. You are the Captain and everyone is looking to you to keep them safe. Rank your list in order of importance.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Plymouth Rock Science

Use the internet to find the average monthly temperature of Massachusetts for a year. If you don't have the internet you can go to the library and check out an almanac.

Also, look up the average amount of rainfall. You can use anywhere in Massachusetts, but the closer to Cape Cod the better.

Write down your findings and then write a paragraph about the kind of weather and conditions the pilgrims would have experienced that first year.

Month	Average Temperature	Average Rainfall In Inches
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

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Helping Students Succeed  
4<sup>th</sup> and 5<sup>th</sup> Grade Math “Knows”

## Fourth Grade Math

### Number Sense

The core part of the Fourth Grade Math Standards is the *Number Sense* strand...

Number Sense is...

- ❖ learning to count and recognize whole numbers to 1,000,000
- ❖ compare and order whole numbers and decimals to two places
- ❖ round whole numbers
- ❖ Understand and know fraction and decimal equivalents for halves and fourths
- ❖ add, subtract, multiply and divide
- ❖ use concepts of negative numbers
- ❖ compare and solve fractions
- ❖ identify relationship of fractions, decimals and mixed numbers on a number line
- ❖ understand the relationship between fractions and decimals
- ❖ add, subtract, multiply and divide multi-digit numbers
- ❖ solve division of multi-digit numbers by one digit numbers
- ❖ understand prime numbers

### Algebra and Functions

In the *Algebra and Functions* strand Fourth Graders will be asked to...

- ❖ Understand what a variable is
- ❖ Solve numeric equations containing both numbers and variables
- ❖ Solve numeric inequalities
- ❖ Know and apply the Order of Operations
- ❖ Use formulas to answer questions about quantities and their relationships.

### Measurement and Geometry

Fourth Graders will be specifically asked to:

- ❖ Know the difference between units to measure liquids and units to measure solids – weights and lengths
- ❖ Estimate or determine area and volume of solid figures by counting the number of cubes that would fill them
- ❖ Convert simple units within a system of measure – hours to minutes, inches to feet
- ❖ Calculate area and perimeter of polygons
- ❖ Use formulas of shape figures to calculate their areas and perimeters
- ❖ Identify and classify common 3- objects: cubes, prisms

### Statistics, Data Analysis, and Probability

In this section students will be asked to:

- ❖ Identify whether common events are alike or different
- ❖ Calculate mean, median and mode
- ❖ Use a bar graph or line plot to summarize data
- ❖ Conduct surveys and analyze data

## Fifth Grade Math

### Number Sense

Fifth Grade ***Number Sense*** includes:

- ❖ Learning to count and recognize whole numbers into the millions
- ❖ Using decimals into the millionths
- ❖ Comparing and ordering whole numbers and decimals
- ❖ Rounding whole numbers
- ❖ Adding, subtracting, multiplying and dividing decimals and fractions
- ❖ Add, subtract, multiply and divide whole numbers
- ❖ Using concepts of negative numbers
- ❖ Identifying the relationship of fractions, decimals and mixed numbers on a number line
- ❖ Understanding the relationship between fractions and decimals
- ❖ Adding, subtracting, multiplying and dividing multi-digit numbers
- ❖ Understanding prime numbers
- ❖ Factoring prime numbers
- ❖ Working percents

### Algebra and Function

For ***Algebra and Functions*** Fifth Graders will:

- ❖ Understand what a variable is
- ❖ Solve numeric equations containing both numbers and variables
- ❖ Solve numeric inequalities
- ❖ Order of Operations
- ❖ Use formulas to answer questions about quantities and their relationships.

### Measurement and Geometry

Fifth Graders will be specifically asked to:

- ❖ Know the difference between units to measure liquids and units to measure solids – weights and lengths
- ❖ Estimate or determine area and volume of solid figures by counting the number of cubes that would fill them
- ❖ Convert simple units within a system of measure – hours to minutes, inches to feet
- ❖ Calculate area and perimeter of polygons
- ❖ Use formulas of shape figures to calculate their areas and perimeters
- ❖ Identify and classify common 3D objects: cubes, prisms

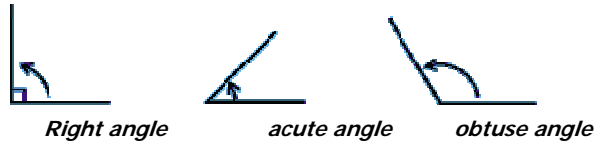
### Statistics, Data Analysis, and Probability

In this section students will be asked to:

- ❖ Identify whether common events are alike or different
- ❖ Calculate mean, median and mode
- ❖ Use a bar graph or line plot to summarize data
- ❖ Conduct surveys and analyze data

## Common Definitions

### Angles



*Right angle = 90 degrees*

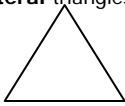
*Acute angle = less than 90 degrees*

*Obtuse angle = between 90 degrees and 180 degrees*

### Triangles

*All shapes with 3 straight sides are called triangles. Here are some different types of triangles:*

**Equilateral** triangles have:



- ⇒ 3 equal sides
- ⇒ 3 equal angles.

**Isosceles** triangles have:



- ⇒ *2 equal sides*

The sum of the three angles of a triangle is always 180

**Classifying Triangles by their angles:**

- ⇒ A **RIGHT** triangle has one  $90^\circ$  angle.
- ⇒ An **OBTUSE** triangle has one angle that is greater than  $90^\circ$ .

**Finding the 3<sup>rd</sup> Angle of a Triangle**

If you add up all of the angles of a triangle you will get  $180^\circ$ .

$$\mathbf{Angle\ 1 + Angle\ 2 + Angle\ 3 = 180^\circ}$$

So, if you know the measure of two angles – you can always find the third.

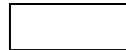
### Quadrilaterals

All shapes with **4 straight sides** are called **quadrilaterals**.

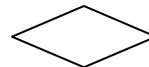
A **square** is a special rectangle with 4 equal sides and 4 equal angles (all  $90^\circ$ ).



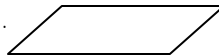
A **rectangle** has 2 pairs of equal sides and 4 equal angles (all  $90^\circ$ ).



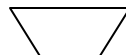
A **rhombus** has 4 equal sides with opposite sides parallel and opposite angles equal.



A **parallelogram** has opposite sides equal and parallel.



A **trapezoid** has one pair of parallel sides of different lengths.



## Multiplication Tic-Tac-Toe

1	2	3	4	5
6	7	8	9	10
12	14	15	16	18
20	21	24	25	27
28	30	32	35	36

1    2    3    4    5    6    7    8

**Materials:** small paper clip  
Grid

### To Play:

1. Player 1 puts a paper clip under the set of numbers, below the grid, and then multiplies those numbers together. He/she then puts his/her mark on the corresponding answer on the grid.
2. Player 2 must move only one paper clip to a new factor. Player two multiplies these two factors and places his/her mark on the corresponding answer.
3. Play continues until one person has four marks in a row – diagonally, horizontally or vertically.

When you master 5 x 5 – try 6 x 6!

1	2	3	4	5	6
7	8	9	10	11	12
14	15	16	18	20	21
24	25	27	28	30	32
35	36	40	42	45	48
49	54	56	63	64	72

1    2    3    4    5    6    7    8

### Label Your House:

Math vocabulary is probably the trickiest part of learning new concepts. Check the glossary in the back of your child's math book. Make sticky notes and tack them around the house. Label the shapes of objects and write words and definitions for groups of words in the same word – fraction words, the kitchen. This will help your child link words to concepts in his/her head.

## Math Fact Facts

Ask any teacher above the 4<sup>th</sup> grade what the one thing students must know to be successful in math and the answer will be the same: math fact fluency. By the fourth and fifth grades students are generally proficient in addition and subtraction. If there is a hang-up, it is with multiplication facts...and with some students...it stops there. If a student shuts down because he or she is not given the right skills to become fluent in multiplication – the entire math engine can shut down. This does not have to happen.

A student is considered fluent in math facts if the skills can be accurately demonstrated without effort. Math facts should just flow out of students, with little struggle. Math fact fluency should be mastered at a rate of 40 facts per minute by the end of the fourth grade.

The purpose of math fact practice is twofold: to learn the facts accurately and to learn them with automaticity. At the first level, students can produce math facts when they have time to think and to concentrate. The second level allows them to simply produce the facts – automatically. Some people say that they simply can't learn math facts – they have tried; however, if one can learn to sing the happy birthday song, or Row, Row, Row Your Boat or any other song and can recall it instantaneously when needed – then that same person can indeed learn their math facts. The problem is students are asked to learn too many math facts at once. Chunking three or four problems together is key to memorization.

Fluency practice helps with this development and having the ability to automatically regurgitate math facts paves the way for math success.

Once your child feels he/she is close to mastering his or her times tables there are some great games at:

[http://www.helpingwithmath.com/by\\_subject/multiplication/mul\\_games.htm#tables](http://www.helpingwithmath.com/by_subject/multiplication/mul_games.htm#tables)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 6s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$6 \times 3 =$	18
$6 \times 4 =$	24
$6 \times 5 =$	30
$6 \times 6 =$	36

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 6s Practice

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 6s – Part 2

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$6 \times 7 =$	42
$6 \times 8 =$	48
$6 \times 9 =$	54
$6 \times 10 =$	60

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 6s Practice

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 7s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$7 \times 3 =$	21
$7 \times 4 =$	28
$7 \times 5 =$	35
$7 \times 6 =$	42

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 7s Practice

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 7s – Part 2

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$7 \times 7 =$	49
$7 \times 8 =$	56
$7 \times 9 =$	63
$7 \times 10 =$	70

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 7s Practice

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 8s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$8 \times 3 =$	24
$8 \times 4 =$	32
$8 \times 5 =$	40
$8 \times 6 =$	48

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 8s Practice

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 8s – Part 2

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$8 \times 7 =$	56
$8 \times 8 =$	64
$8 \times 9 =$	72
$8 \times 10 =$	80

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 8s Practice

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 9s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$9 \times 3 =$	27
$9 \times 4 =$	36
$9 \times 5 =$	45
$9 \times 6 =$	54

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 9s Practice

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 9s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$9 \times 7 =$	63
$9 \times 8 =$	72
$9 \times 9 =$	81
$9 \times 10 =$	90

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 9s Practice

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 11s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$11 \times 1 =$	11
$11 \times 2 =$	22
$11 \times 3 =$	33
$11 \times 4 =$	44

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 11s Practice

11  
X 1

11  
X 2

11  
X 3

11  
X 4

11  
X 4

11  
X 1

11  
X 2

11  
X 3

11  
X 1

11  
X 2

11  
X 3

11  
X 4

11  
X 2

11  
X 3

11  
X 4

11  
X 1

11  
X 3

11  
X 2

11  
X 1

11  
X 4

11  
X 4

11  
X 1

11  
X 3

11  
X 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 11s – Part 2

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$11 \times 5 =$	55
$11 \times 6 =$	66
$11 \times 7 =$	77
$11 \times 8 =$	88

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 11s Practice

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 11s – Part 3

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

<b>11 x 9 =</b>	<b>99</b>
<b>11 x 10 =</b>	<b>110</b>
<b>11 x 11 =</b>	<b>121</b>
<b>11 x 12 =</b>	<b>132</b>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 11s Practice

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 12} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 12} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 12} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 12} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 12} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 10} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 11} \end{array}$$

$$\begin{array}{r} 11 \\ \underline{\times 9} \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 12s

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$12 \times 1 =$	12
$12 \times 2 =$	24
$12 \times 3 =$	36
$12 \times 4 =$	48

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 12s Practice

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 12s – Part 2

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$$12 \times 5 = 60$$

---

$$12 \times 6 = 72$$

---

$$12 \times 7 = 84$$

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$$12 \times 8 = 96$$

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 12s Practice

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Math Fluency Practice 12s – Part 3

Directions: Fold the paper along the line on the table below and practice the math facts for ten minutes each day. Say them in the car, while brushing your teeth, when walking the dog...anytime and all the time...until you know them.

$12 \times 9 =$	108
$12 \times 10 =$	120
$12 \times 11 =$	132
$12 \times 12 =$	144

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 12s Practice

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X12} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X12} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 8} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X12} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X12} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X10} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X 9} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X11} \end{array}$$

$$\begin{array}{r} 12 \\ \underline{X12} \end{array}$$

## Division

Naturally following multiplication is its opposite: division. Division is nothing more than working a multiplication fact backwards. For example,

if  $2 \times 3 = 6$   
then  $6 \text{ divided by } 3 = 2$   
and  $6 \text{ divided by } 2 = 3$

But, there are also tricks or rules for divisibility that every student should know.

Divisibility Rules	
3	If the sum of the digits is divisible by three, the number is divisible by three
4	If the last two digits are divisible by 4, the number is divisible by four
5	If the last digit is a 5 or a 0, the number is divisible by 5
6	If the number is divisible by both 3 and 2, it is also divisible by 6
7	Take the last digit, double it, and subtract it from the rest of the number; if the answer is divisible by 7 (including 0), then the number is divisible by 7
8	If the last three digits are divisible by 8, the number is divisible by 8
9	If the sum of the digits is divisible by 9, the number is too. *This holds for any power of 3
10	If the number ends in 0, it is divisible by 10
11	Subtract the sum of the even digits from the sum of the odd digits; if the difference, including 0, is divisible by 11, the number is also
12	If the number is divisible by both 3 and 4, it is also divisible by 12
13	Delete the last digit from the number and subtract 9 times the deleted digit from the remaining number. If what is left is divisible by 13, then so is the original number.

## Parting Words

Fifteen minutes a day make a huge difference...bottom line...end of story.

From the day your child was born...you took responsibility for introducing new vocabulary, working words and numbers and life lessons into everything you did. That job doesn't stop when your child enters school. Take the time to read and write and play! It makes more of a difference than you will ever know.

Set expectations high. Everyone can learn...most to grade level proficiency...it just takes longer for some than others. Reinforce expectations at home.

Be involved...in school, in what your child is learning and how he or she is learning it. The biggest obstacle teachers come up against today is the apathetic parent who does not help their child take responsibility for learning. Don't make excuses for your child not doing homework or not participating in class or not going to school. Instead make certain all of these things happen. And if you already do...thanks!

Talk to your child...even if he or she only gives short answers back. Read for pleasure. Leading by example is a wonderful way to help your child be a reader and reading is the key to school success.

Perfection is boring. Don't expect it. Sometimes parents don't even know the signals they're sending out. Be conscious of what you say and how you act! Kids "get" more things than you realize. So, believe in what your child can do and let him or her fail and succeed on the way to realizing his or her potential.

Have fun with all things school...nobody said you couldn't.

**Please direct questions to:**

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