

Grade 5

Units 4 & 5

Week 4

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

Special Education students should use the Re-Engage lessons as shown in the weekly plans.

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Divide decimals by decimals and whole numbers	Simplify fractions	Convert between mixed numbers and improper fractions	Add fractions with unlike denominators using an area model.	Add fractions using an algorithm.
Assignment	Unit 4 Lesson 11 Re-Engage A Re-Engage B Extra Practice	Unit 5 Lesson 2 Re-Engage Extra Practice	Unit 5 Lesson 4 Homework	Unit 5 Lesson 5 Re-Engage Extra Practice	Unit 5 Lesson 10 Re-Engage Extra Practice
Video link	Unit 4 Lesson 11 English Spanish Student Support Video	Unit 5 Lesson 2 English Spanish Student Support Video	Unit 5 Lesson 4 English Spanish Student Support Video	Unit 5 Lesson 5 English Spanish Student Support Video	Unit 5 Lesson 10 English Spanish Student Support Video
Fluency Practice	Fluency Check Multiplication (6s) (Version A or B)	Fluency Check Multiplication (7s) (Version A or B)	Online Facts Practice Multiplication Families from 2 to 9 5-10 minutes	Fluency Check Multiplication (8s) (Version A or B)	Fluency Check Multiplication (9s) (Version A or B)
Reflection	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...
	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

Re-Engage

Unit 4 Lessons 9-11a: Divide Decimals: Measuring Up Strategy



Name: _____

Date: _____

Model

Use the measuring up strategy for division when:

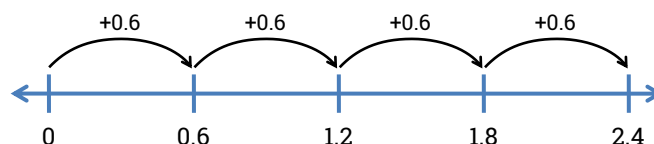
- The size of each group is known.
- The number of groups is unknown.

Hailey has 2.4 lb of apples for baking small pies. She needs 0.6 lb of apple for each pie. How many small pies can Hailey make?

- To find how many groups of 0.6 lb can be made, use repeated addition.

$$\begin{array}{r} 0.6 \\ 0.6 \\ 0.6 \\ + 0.6 \\ \hline 2.4 \text{ lb} \end{array} \quad \left. \vphantom{\begin{array}{r} 0.6 \\ 0.6 \\ 0.6 \\ + 0.6 \\ \hline 2.4 \text{ lb} \end{array}} \right\} 4 \text{ groups of } 0.6 \text{ lb}$$

You can also measure up using a number line.



Hailey can make 4 small pies with 2.4 lb of apples.

$$2.4 \div 0.6 = 4$$

Structured Guided Practice

Directions: Use the measuring up strategy to find the quotient.

1. Elliott has 3.9 gallons of fruit punch syrup. If 1.3 gallons of syrup is needed for each large bowl of punch, how many large bowls of punch can Elliott make?

2. Each art project requires about 0.3 lb of buttons. If Myron has 2.7 lb of buttons, how many art projects can he make?

Re-Engage

Unit 4 Lessons 9-11a: Divide Decimals: Measuring Up Strategy



Student Practice

Directions: Use the measuring up strategy to find the quotient.

1. Alisha and her friends are running a relay. If the rate is 1.5 km and each participant runs 0.3 km, how many runners will be needed?
2. Reagan is making chocolate chip cookies. She has 9.6 ounces of chocolate chips left, and she wants each cookie to have 0.6 ounces of chocolate chips. How many cookies can she make?
3. Shelton is making trail mix. If he has 0.87 lb of nuts left and he wants at least 0.29 lb of nuts in each batch, how many more batches can he make?
4. Vincent and his friends have 1.75 pizzas left. If each friend can eat 0.25 pizzas, how many friends will eat pizza?

Unit 4 Lessons 9-11b: Divide Decimals: Dealing Strategy



Date: _____

Use the dealing strategy for division when:

- The number of groups is known.
- The size of each group is unknown.

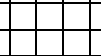
- Use 3 hundredths grids to represent 3 bowls.
- Begin numbering from 1-42 for each hundredth of a pound of fruit.
- “Deal out” your hundredths, so 1 goes to bowl 1, 2 goes to bowl 2, 3 goes to bowl 3, and then back to bowl #1 for the 4th hundredth.
- Each bowl has 14 hundredths or .14.

[illegible][illegible][illegible]

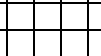
$$0.42 \div 3 = 0.14$$

Directions: Use the dealing strategy to find the quotient.

1. Serena has 0.39 yards of ribbon. If she wants to use an equal amount for each of 3 presents, how much ribbon will each receive?



2. Sophia has 0.72 lb of shells she will be mailing to her friend. She is using 2 boxes. If each box gets an equal weight in shells, how much will each get?



Extra Practice

Unit 4 Lessons 9-11: Divide Decimals

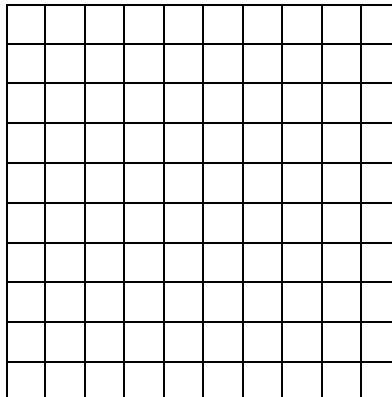
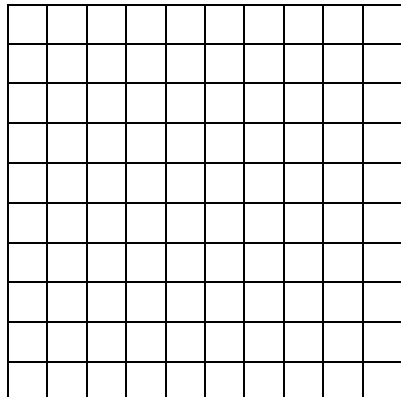


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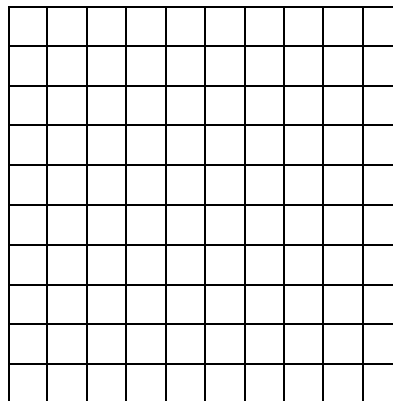
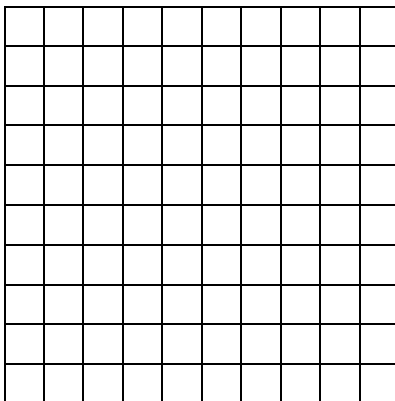
Date: _____

Directions: Divide using the measuring up or dealing strategy.

1. Kyle has 0.56 of a gallon of air. Each toy car tire needs 0.14 of a gallon of air. How many toy car tires can Kyle fill up?



2. Patricia has a total of 0.72 pounds of sugar. A cookie recipe asks for 0.12 pounds of sugar to make a dozen. How many dozens of cookies can Patricia bake?



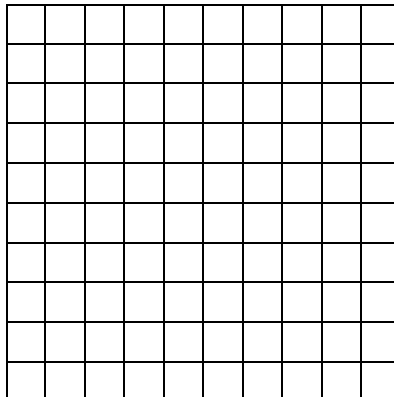
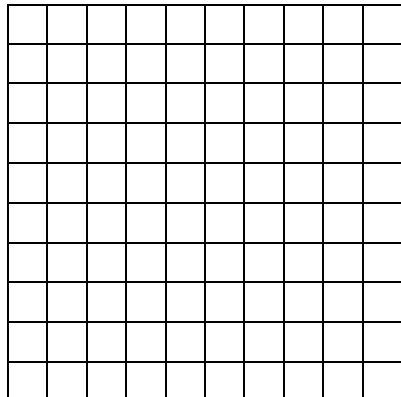
Extra Practice

Unit 4 Lessons 9-11: Divide Decimals

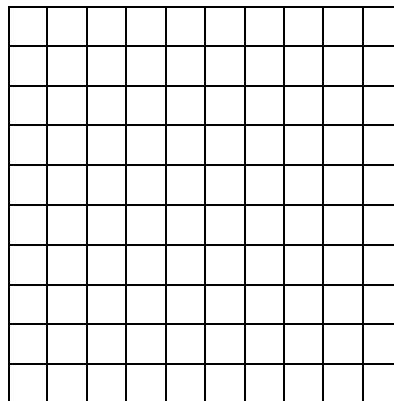
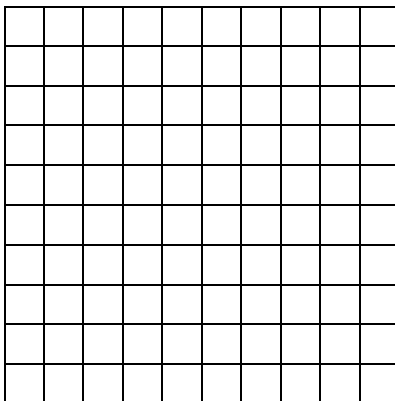


Directions: Divide using the measuring up or dealing strategy.

3. Anthony needs 0.56 yards of rope cut into 8 equal lengths. How long will each piece be after they are cut?



4. Stephanie has 1.25 yards of ribbon. She is making bows that require 0.25 of a yard of ribbon each. How many bows can Stephanie make?



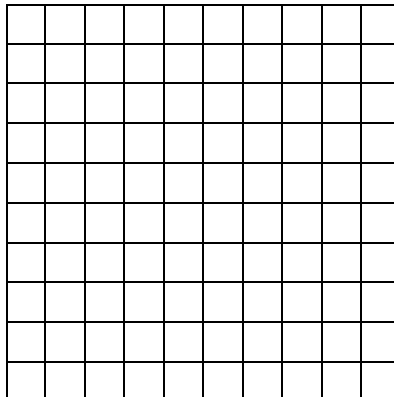
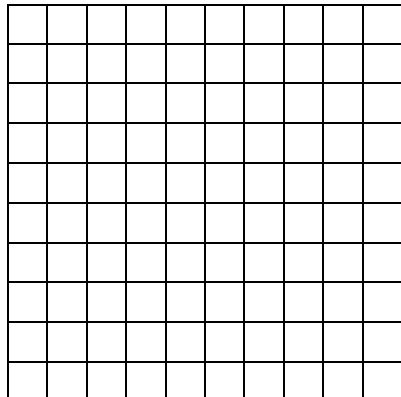
Extra Practice

Unit 4 Lessons 9-11: Divide Decimals

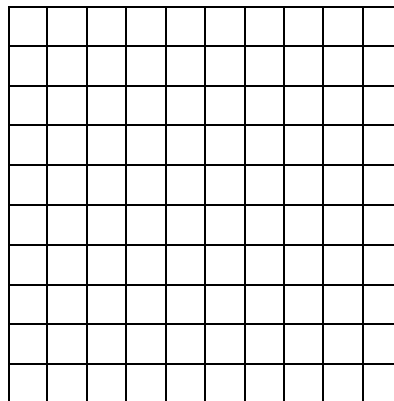
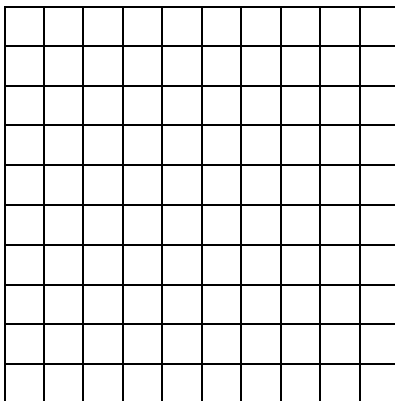


Directions: Divide using the measuring up or dealing strategy.

5. Eva has 0.65 liters of lemonade and she wants to share it equally with herself and 4 friends. How much lemonade will each person get?



6. Nancy has 1.44 yards of fabric. She is making scarves that require 0.24 yards of fabric each. How many scarves can Nancy make?



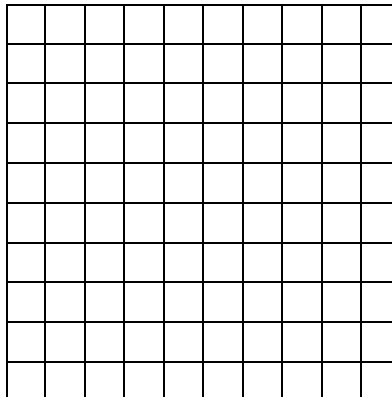
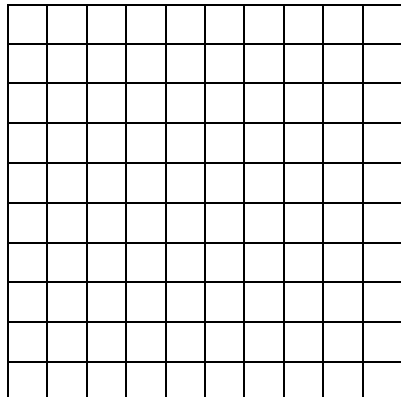
Extra Practice

Unit 4 Lessons 9-11: Divide Decimals

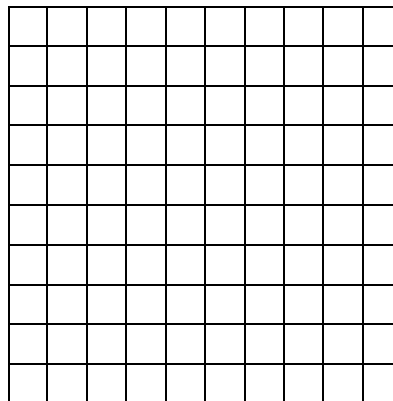
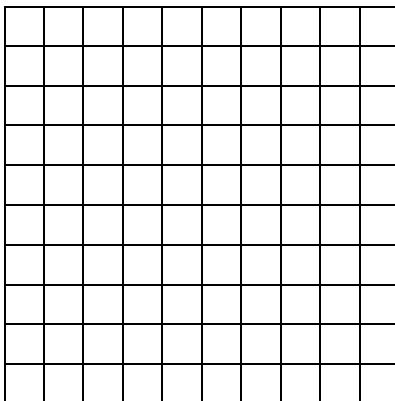


Directions: Divide using the measuring up or dealing strategy.

7. With a 1.36 oz tube of white face paint, a clown can paint his face 4 times. If he uses the same amount of paint every time, how much paint does he use every time he paints his face?



8. Kenny has 1.56 pounds of nails. If each of his projects requires 0.52 pounds of nails, how many projects can he complete?



Re-Engage

Unit 5 Lessons 1-2: Simplify Fractions



Name: _____

Date: _____

Model

Simplify the fraction $\frac{18}{27}$

- Find the greatest common factor.

Factors of 8: 1 2 4 8

Factors of 24: 1 2 3 4 6 8 12 24

- Divide the numerator and denominator by the greatest common factor.

$$\frac{8 \div 8}{24 \div 8} = \frac{1}{3}$$

Structured Guided Practice

Directions: Simplify the fractions.

1.
$$\frac{6 \div \boxed{}}{8 \div \boxed{}} = \frac{}{}$$

Factors of 6:

Factors of 8:

2.
$$\frac{18 \div \boxed{}}{21 \div \boxed{}} = \frac{}{}$$

Factors of 18:

Factors of 21:

3.
$$\frac{10 \div \boxed{}}{15 \div \boxed{}} = \frac{}{}$$

Factors of 10:

Factors of 15:

4.
$$\frac{16 \div \boxed{}}{18 \div \boxed{}} = \frac{}{}$$

Factors of 16:

Factors of 18:

Re-Engage

Unit 5 Lessons 1-2: Simplify Fractions



Student Practice

Directions: Simplify the fractions.

1.
$$\frac{6 \div \boxed{}}{9 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 6:

Factors of 9:

2.
$$\frac{4 \div \boxed{}}{8 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 4:

Factors of 8:

3.
$$\frac{18 \div \boxed{}}{27 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 18:

Factors of 27:

4.
$$\frac{28 \div \boxed{}}{32 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 28:

Factors of 32:

5.
$$\frac{8 \div \boxed{}}{16 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 8:

Factors of 16:

6.
$$\frac{6 \div \boxed{}}{24 \div \boxed{}} = \underline{\hspace{2cm}}$$

Factors of 6:

Factors of 24:

Extra Practice

Unit 5 Lessons 1-2: Simplify Fractions



Name: _____

Date: _____

Directions: Simplify the fractions.

1. $\frac{15}{20}$

2. $\frac{3}{9}$

3. $1\frac{8}{12}$

4. $4\frac{14}{21}$

Extra Practice

Unit 5 Lessons 1-2: Simplify Fractions



Directions: Simplify the fractions.

5. $\frac{36}{45}$

6. $\frac{18}{54}$

7. $7\frac{20}{30}$

8. $3\frac{12}{32}$

Homework

Unit 5 Lesson 4: Convert between Mixed Numbers and Improper Fractions



Name: _____

Date: _____

Directions: Convert between mixed numbers and improper fractions.

Example:

$$1\frac{2}{5} = \frac{7}{5}$$

Steps:

Convert Mixed Numbers to Improper Fractions:

1. Multiply the denominator by the whole number, then add the numerator.
2. Write the sum as the numerator of the improper fraction.
3. Write the same denominator.

Convert Improper Fractions to Mixed Numbers:

1. Divide the numerator by the denominator.
2. Write the whole number quotient as the whole number part of the mixed number.
3. If there is a remainder, write it as the new numerator. If there is no remainder, the result is a whole number (not a mixed fraction).
4. Write the same denominator.

1. $\frac{8}{2}$

2. $2\frac{8}{9}$

3. $\frac{11}{3}$

Homework

Unit 5 Lesson 4: Convert between Mixed Numbers and Improper Fractions



4. $\frac{15}{6}$

5. $1\frac{3}{4}$

6. $\frac{12}{3}$

7. $3\frac{5}{6}$

Re-Engage

Unit 5 Lessons 5-6: Add Fractions with Unlike Denominators Using an Area Model



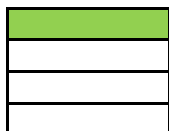
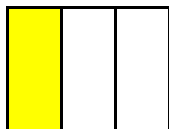
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Date: _____

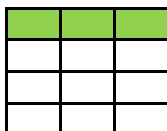
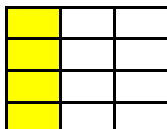
Model

$$\frac{1}{3} + \frac{1}{4} =$$

1. Draw and shade each fraction.

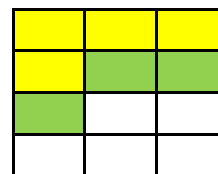


2. Add horizontal lines and shade.



Add vertical lines and shade.

3. Add all the shaded parts in both models for the numerator and count the total number of parts in each model for the denominator.



$$\frac{7}{12}$$

← # of shaded parts

← # of total parts

Structured Guided Practice

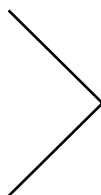
Directions: Solve using an area model.

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

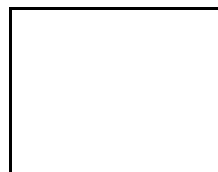
Draw and shade.



Add vertical and horizontal lines.



Add all the shaded parts. Count the total number of parts.



= _____

← # of shaded parts

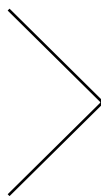
← # of total parts

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

Draw and shade.



Add vertical and horizontal lines.



Add all the shaded parts. Count the total number of parts.



= _____

← # of shaded parts

← # of total parts

Re-Engage

Unit 5 Lessons 5-6: Add Fractions with Unlike Denominators Using an Area Model



Student Practice

Directions: Solve using an area model.

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

Draw and shade.

Add vertical and horizontal lines.

Add all the shaded parts. Count the total number of parts.

= _____

← # of shaded parts

← # of total parts

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

Draw and shade.

Add vertical and horizontal lines.

Add all the shaded parts. Count the total number of parts.

= _____

← # of shaded parts

← # of total parts

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

Draw and shade.

Add vertical and horizontal lines.

Add all the shaded parts. Count the total number of parts.

= _____

← # of shaded parts

← # of total parts

Extra Practice

Unit 5 Lessons 5-6: Add Fractions with Unlike Denominators Using an Area Model



Name: _____

Date: _____

Directions: Estimate and then add using an area model. Simplify, if possible.

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

2. A tailor cut $\frac{3}{4}$ of an inch off a skirt and $\frac{1}{2}$ of an inch off a pair of pants. How much did the tailor cut off altogether?

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

4. Wesley mailed a letter on Monday morning. The letter traveled $\frac{2}{4}$ of a mile on Monday. It traveled $1\frac{2}{5}$ miles on Tuesday, reaching its destination on Tuesday afternoon. How far did Wesley's letter travel in all?

Extra Practice

Unit 5 Lessons 5-6: Add Fractions with Unlike Denominators Using an Area Model



Directions: Estimate and then add using an area model. Simplify, if possible.

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

6. Christine drew a multi-colored line on her paper. The yellow segment of the line was $\frac{3}{4}$ of an inch long. The purple segment was $\frac{1}{3}$ of an inch long. What was the total length of the line?

7. $1\frac{1}{3} + 3\frac{2}{8} =$

8. In one week, Lola's family drank $\frac{5}{6}$ of a gallon of regular milk and $\frac{2}{4}$ of a gallon of soymilk. How much milk did they drink in all?

Re-Engage

Unit 5 Lessons 9-10: Add Fractions with Unlike Denominators Using an Algorithm



Name: _____

Date: _____

Model

$$\frac{1}{3} + \frac{1}{4} =$$

1. Find a common denominator by multiplying the denominators of the two fractions together.

$$\begin{array}{c} \frac{1}{3} + \frac{1}{4} \\ \swarrow \times \searrow \\ \underline{12} \quad \underline{12} \end{array}$$

2. Find the new numerators by multiplying each of the numerators by the denominator of the other fraction.

$$\frac{1}{3} \times 4 = \frac{4}{12} \quad \frac{1}{4} \times 3 = \frac{3}{12}$$

3. Add the new fractions.

$$\frac{4}{12} + \frac{3}{12} = \frac{7}{12}$$

Structured Guided Practice

Directions: Solve using the algorithm.

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

$$\frac{1}{2} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{1}{3} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

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

$$\frac{3}{7} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{1}{3} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

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

$$\frac{2}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{3}{6} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

4. $\frac{2}{6} + \frac{4}{7} =$

$$\frac{2}{6} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{4}{7} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

Re-Engage

Unit 5 Lesson 9-10: Add Fractions with Unlike Denominators Using a Number Line



Student Practice

Directions: Solve using the algorithm.

1. $\frac{3}{8} + \frac{2}{9} =$

$\frac{3}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{2}{9} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

2. $\frac{4}{8} + \frac{2}{7} =$

$\frac{4}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{2}{7} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

3. $\frac{1}{6} + \frac{3}{9} =$

$\frac{1}{6} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{3}{9} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

4. $\frac{1}{4} + \frac{3}{7} =$

$\frac{1}{4} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{3}{7} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

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

$\frac{1}{3} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{3}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

6. $\frac{2}{5} + \frac{4}{8} =$

$\frac{2}{5} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{4}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

Extra Practice

Unit 5 Lessons 9-10: Add Fractions with Unlike Denominators Using an Algorithm



Name: _____

Directions: Add using the algorithm. Simplify, if possible.

Date: _____

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

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

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

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

Extra Practice

Unit 5 Lessons 9-10: Add Fractions with Unlike Denominators Using an Algorithm



Directions: Add using the algorithm. Simplify, if possible.

5. $\frac{4}{7} + \frac{5}{8} =$

6. In May, $\frac{3}{8}$ of the school's fund raising goal was raised by the 2nd grade and $\frac{2}{5}$ of the school's goal was raised by the 4th grade. How much of the school's fundraising was raised by the 2nd and 4th graders?

7. Tim and David shared a tray of lasagna. Tim ate $\frac{2}{9}$ of the tray of lasagna. David ate $\frac{2}{6}$. How much of the lasagna did Tim and David eat in all?

8. Sandra bought $2\frac{3}{4}$ yards of red fabric and $1\frac{1}{3}$ yards of blue fabric. How much cloth did she buy in all?

Name: _____

Fluency Check

Multiplication Facts
6s

$7 \times 6 =$

$6 \times 6 =$

$6 \times 10 =$

$8 \times 6 =$

$6 \times 9 =$

$3 \times 6 =$

$2 \times 6 =$

$6 \times 0 =$

$4 \times 6 =$

$1 \times 6 =$

$6 \times 5 =$

Version A

Name: _____

Fluency Check

Multiplication Facts
6s

$0 \times 6 =$

$6 \times 6 =$

$5 \times 6 =$

$6 \times 8 =$

$6 \times 7 =$

$6 \times 3 =$

$6 \times 2 =$

$10 \times 6 =$

$6 \times 4 =$

$6 \times 1 =$

$9 \times 6 =$

Version B

Name: _____

Fluency Check

Multiplication Facts
6s

$9 \times 6 =$

$6 \times 6 =$

$7 \times 6 =$

$6 \times 5 =$

$6 \times 10 =$

$6 \times 8 =$

$9 \times 6 =$

$0 \times 6 =$

$6 \times 2 =$

$6 \times 1 =$

$6 \times 4 =$

Version C

Name: _____

Fluency Check

Multiplication Facts
6s

$0 \times 6 =$

$6 \times 4 =$

$6 \times 1 =$

$5 \times 6 =$

$6 \times 7 =$

$3 \times 6 =$

$6 \times 9 =$

$6 \times 6 =$

$2 \times 6 =$

$9 \times 6 =$

$6 \times 10 =$

Version D

Name: _____

Fluency Check

Multiplication Facts
7s

$7 \times 7 =$

$6 \times 7 =$

$7 \times 10 =$

$9 \times 7 =$

$7 \times 8 =$

$3 \times 7 =$

$2 \times 7 =$

$7 \times 0 =$

$4 \times 7 =$

$1 \times 7 =$

$7 \times 5 =$

Version A

Name: _____

Fluency Check

Multiplication Facts
7s

$0 \times 7 =$

$7 \times 6 =$

$5 \times 7 =$

$7 \times 9 =$

$7 \times 7 =$

$7 \times 3 =$

$7 \times 2 =$

$10 \times 7 =$

$7 \times 4 =$

$7 \times 1 =$

$8 \times 7 =$

Version B

Name: _____

Fluency Check

Multiplication Facts
7s

$8 \times 7 =$

$7 \times 6 =$

$7 \times 7 =$

$7 \times 5 =$

$7 \times 10 =$

$7 \times 3 =$

$9 \times 7 =$

$0 \times 7 =$

$7 \times 2 =$

$7 \times 1 =$

$7 \times 4 =$

Version C

Name: _____

Fluency Check

Multiplication Facts
7s

$0 \times 7 =$

$7 \times 4 =$

$7 \times 1 =$

$5 \times 7 =$

$7 \times 7 =$

$3 \times 7 =$

$7 \times 9 =$

$6 \times 7 =$

$2 \times 7 =$

$8 \times 7 =$

$7 \times 10 =$

Version D

Name: _____

Fluency Check

Multiplication Facts
8s

$7 \times 8 =$

$8 \times 6 =$

$8 \times 10 =$

$8 \times 8 =$

$8 \times 9 =$

$3 \times 8 =$

$2 \times 8 =$

$8 \times 0 =$

$4 \times 8 =$

$1 \times 8 =$

$8 \times 5 =$

Version A

Name: _____

Fluency Check

Multiplication Facts
8s

$0 \times 8 =$

$8 \times 6 =$

$5 \times 8 =$

$8 \times 8 =$

$8 \times 7 =$

$8 \times 3 =$

$8 \times 2 =$

$10 \times 8 =$

$8 \times 4 =$

$8 \times 1 =$

$9 \times 8 =$

Version B

Name: _____

Fluency Check

Multiplication Facts
8s

$8 \times 8 =$

$8 \times 6 =$

$8 \times 7 =$

$8 \times 5 =$

$8 \times 10 =$

$8 \times 3 =$

$9 \times 8 =$

$0 \times 8 =$

$8 \times 2 =$

$8 \times 1 =$

$8 \times 4 =$

Version C

Name: _____

Fluency Check

Multiplication Facts
8s

$0 \times 8 =$

$8 \times 4 =$

$8 \times 1 =$

$5 \times 8 =$

$7 \times 8 =$

$3 \times 8 =$

$8 \times 9 =$

$8 \times 6 =$

$2 \times 8 =$

$8 \times 8 =$

$8 \times 10 =$

Version D

Name: _____

Fluency Check

Multiplication Facts
9s

$7 \times 9 =$

$9 \times 6 =$

$9 \times 10 =$

$9 \times 8 =$

$9 \times 9 =$

$3 \times 9 =$

$2 \times 9 =$

$9 \times 0 =$

$4 \times 9 =$

$1 \times 9 =$

$9 \times 5 =$

Version A

Name: _____

Fluency Check

Multiplication Facts
9s

$0 \times 9 =$

$9 \times 6 =$

$5 \times 9 =$

$8 \times 9 =$

$9 \times 7 =$

$9 \times 3 =$

$9 \times 2 =$

$10 \times 9 =$

$9 \times 4 =$

$9 \times 1 =$

$9 \times 9 =$

Version B

Name: _____

Fluency Check

Multiplication Facts
9s

$8 \times 9 =$

$9 \times 6 =$

$9 \times 7 =$

$9 \times 5 =$

$9 \times 10 =$

$9 \times 3 =$

$9 \times 9 =$

$0 \times 9 =$

$9 \times 2 =$

$9 \times 1 =$

$9 \times 4 =$

Version C

Name: _____

Fluency Check

Multiplication Facts
9s

$0 \times 9 =$

$9 \times 4 =$

$9 \times 1 =$

$5 \times 9 =$

$7 \times 9 =$

$3 \times 9 =$

$9 \times 9 =$

$9 \times 6 =$

$2 \times 9 =$

$9 \times 8 =$

$9 \times 10 =$

Version D