



Summer Packet



Fourth Grade (rising to 5th grade)

Dear Parents,

This packet of material is intended to provide students with practice material to be completed over the summer. Included in the packet are both reading and math review material. Keeping your child's mind active this summer will prevent a "summer setback" and ensure that they approach next school year having retained the growth gained this year.

Have a wonderful summer,

Mrs. McDuffy

Reading

Research shows that allowing students to choose books they read increases motivation and enjoyment, so please have your child choose a book for each categories below.

A book from a series

Title: _____

Parent's Initials: _____

Date: _____

A non-fiction book

Title: _____

Parent's Initials: _____

Date: _____

A fictional book

Title: _____

Parent's Initials: _____

Date: _____

Read a book that a friend recommends

Title: _____

Parent's Initials: _____

Date: _____

Math

Please show your work for every problem. You will return your completed math pages to next year's teacher when school begins in August. Doing some math *each week* will be easier and *more beneficial* than doing all the math in a short period of time. These pages, as well as your child's summer reading, are due by the first full week of school.

FOURTH GRADE

GRADE LEVEL EXPECTATIONS IN MATHEMATICS

When entering fifth grade this is what is expected that your child should already know.

1. Read and write numbers to 1,000,000.
2. Know place value to 1,000,000. Ex. 25,068 is 2 ten thousand, 5 thousand, 0 hundreds, 6 tens and 8 ones.
3. List the first twelve multiples of a given one-digit whole number.
4. Know some numbers are called prime numbers. Some prime numbers are 2, 3, 5, 7 and 11; have exactly two factors one and itself.
5. Add, subtract and multiply whole numbers **fluently**.
6. Divide numbers up to four-digits by one-digit numbers and by 10.
7. Use the relationship between multiplication and division to check results and to find the value of the unknowns in equations such as $x \div 10 = 25$, $10 \times 25 = 250$ so $x = 250$;
 $125 \div z = 25$, $125 \div 25 = 5$ so $z = 5$.
8. Locate the decimals in tenths and hundredths on a number line.
9. Read, write, interpret, and compare decimals up to two decimal places (hundredths).
10. Convert decimals in tenths and hundredths to fraction and decimal forms.
11. Write improper fractions as mixed numbers and mixed numbers as improper fractions.
12. Compare and order up to three fractions with denominators 2, 4, and 8; and 3, 6, and 12.
13. Add and subtract fractions.
14. Find the value of an unknown in equations such as $1/8 + x = 5/8$ or $3/4 - y = 1/2$.
15. Add and subtract decimals up to 2 decimal places.
16. Multiply and divide decimals up to 2 decimal places by a one-digit whole number.
17. Measure area and perimeter for compound shapes (complex figures).
18. Calculate conversions from one unit to a larger or smaller unit of measure: meters to centimeters, kilograms to grams, liters to milliliters, hours to minutes, minutes to seconds, years to months, weeks to days, feet to inches, ounces to pounds.
19. Identify and draw perpendicular, parallel and intersecting lines.
20. Find the side of a square or rectangle given its perimeter or area and possibly one side.
21. Identify basic geometric shapes including isosceles, equilateral and right triangles.
22. Identify and count faces, edges, and vertices of basic three-dimensional solids including cubes, rectangular prisms and pyramids.
23. Recognize plane figures that have line symmetry. (Where you can divide a shape in half and both halves are exactly the same).
24. Construct tables and bar graphs from given data.
25. Find the median and range of a set of data.

Excellent websites for fun learning and reinforcement of math skills:

www.wildmath.com Select “Play the game”. Select addition, subtraction or multiplication and grade. You can race to beat your time.

www.mobymax.com/curriculum/math- select math and then scroll down and register for FREE

www.aplusmath.com Go under “Flashcards” or “Game Room” on the left side of the screen. They can practice adding, subtracting and multiplying. Very important to know the addition, subtraction and multiplication facts from memorization or within a couple seconds.

www.mathisfun.com Select numbers then Math Trainer for adding, subtracting and multiplication. Or at the home screen select games and pick a game to play.

www.eduplace.com Select your state – “Louisiana” press submit. Select the student tab then click on the “mathematics” rectangle. Click in the center book “Houghton Mifflin Math 2007”, Click on “Grade 3. Select any games. Extra Help and Extra Practice is good, also eGames.

www.illuminations.nctm.org Select activities then select grade level. Click on Search.

www.aamath.com At the top pick “Third” or “Fourth” for a challenge. Choose any of the activities like multiplication then select “play” option toward the top of the screen. 20 Questions and Countdown games are good ones.

www.funbrain.com Lots of fun games to choose from.

Other games and activities you can play:

- Take a deck of cards and remove the face cards (kings, queens, jacks). Aces are one. Divide the cards evenly among 2 players. Each player flips over a card. The first one to add the 2 numbers correctly wins the cards.
After going through the pile of cards, the player with the most cards wins. You can do a multiplication version also.

TERMS

Edges: This is all the straight lines of a figure. Like the edge of a desk.

Faces: This is the flat surface of a figure.

Vertex: This is all the corners of a figure.

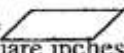
Right angle: An angle at 90° like a corner of a piece of paper.

Acute angle: An angle smaller than a right angle.

Obtuse angle: An angle larger than a right angle.

Perimeter: You add up all the sides. (You are adding all lengths of the outer edges together.)

Area: *Area of a square or rectangle = length(l) x width(w) answer is written in "square inches"
(or whatever the measurement is).

*Area of a parallelogram  is length x height.
Answer written in "square inches" (or whatever measurement)



*Area of a triangle is $\frac{1}{2}$ base x height. Answer written in "square inches"
(or whatever measurement).

Perpendicular lines: 2 lines form a right angle.

Parallel lines: 2 lines that will never cross each other.

Intersecting lines: 2 lines that cross each other but do not form a right angle.

Mean: This is average. You add the set of number values and divide it by how many numbers you have.

Median: Arrange numbers from smallest to largest. What number is in the middle?
That is the Median number.

Mode: What number occurs most often? This number is the mode.

Range: Subtract the largest number in the group from the smallest number in the group.
This number is the range.

Equilateral triangle is where all 3 sides of the triangle measure the same length.

Isosceles triangle is where only 2 of the sides of a triangle are equal in length.

Conversion:

60 seconds = 1 minute

24 hours = 1 day

52 weeks = 1 year

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year

12 inches = 1 foot

3 feet = 1 yard

10 millimeter = 1 centimeter (approx. 3 $\frac{1}{2}$ centimeters = 1 inch)

100 centimeter = 1 meter (approx. 1 meter = 1 yard)

Entering 5th Grade Summer Math Packet

First Name: _____ Last Name: _____

5th Grade Teacher: _____

I have checked the work completed: _____
Parent Signature

Select the one best answer for each question. **DO NOT** use a calculator in completing this packet.

1. Which of the following sets of numbers are **all** of the factors of 24?

- A. 1, 3, 8, 24
- B. 2, 4, 6, 8, 12, 24
- C. 2, 3, 4, 6, 8, 12
- D. 1, 2, 3, 4, 6, 8, 12, 24

2. Which of the following numbers is a multiple of 8?

- A. 18
- B. 28
- C. 44
- D. 56

3. The following are all multiples of a one-digit number: 12, 24, 30, 42.

- A. 5
- B. 6
- C. 7
- D. 8

4. Which number is a multiple of 3?

- A. 83
- B. 84
- C. 85
- D. 86

5. Which of the following set of numbers are all multiples of 7?

- A. 35, 47, 52
- B. 35, 36, 37
- C. 35, 42, 49
- D. 37, 47, 57

6. Al sees this sign at a copy center. What is the least number of copies Al can make without losing any money?

1. Copies cost 10¢ each.
2. Copy machines only take quarters.
3. Copy machines do NOT make change.
If you make 1 copy, you will NOT get 15¢ back.

- A. 5
B. 30
C. 75
D. 150
7. Which of the following is NOT true about prime numbers?
- A. They have exactly two factors
B. One is a factor of every prime number
C. No prime numbers end in zero
D. All prime numbers are odd numbers
8. Which set does NOT contain any multiples of 4?
- A. {24, 36, 42, 54}
B. {12, 15, 20, 24}
C. {8, 16, 24, 34}
D. {6, 10, 14, 18}
9. I am a factor of 36 and a multiple of 3. What number am I?
- A. 2
B. 4
C. 12
D. 15
10. Since $4 \times 10 = 40$, and $40 \times 5 = 200$, then which of the following is true?
- A. $14 \times 45 = 200$
B. $4 \times 10 \times 5 = 200$
C. $4 \times 10 \times 40 = 200$
D. $40 \times 10 \times 5 = 200$
11. My number is a multiple of 5. It is less than 100 and has a factor of 6. What is my number?
- A. 25 C. 60
B. 36 D. 66

12. Write the products: Practice any you do not know quickly.

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

13. Since $5 \times 20 = 100$, which number will complete the number sentence below to make it true?

$$5 \times \underline{\quad} \times 5 = 100$$

- A. 4
- B. 5
- C. 20
- D. 25

14. Solve $136 - 67$.

- A. 61
- B. 69
- C. 71
- D. 79

15. Solve $206 - 48$.

- A. 158
- B. 242
- C. 162
- D. 262

16. Which expression is equal to 3×49 ?

- A. $3 \times (4 + 9)$
- B. $3 + (40 \times 9)$
- C. $3 \times (40 + 9)$
- D. $(3 \times 4) + (3 \times 9)$

17. Which has the same value as 57×4 ?

- A. $(50 \times 4) + (7 \times 4)$
- B. $(50 + 5) + 2$
- C. $(50 \times 5) + 2$
- D. $(50 \times 4) + 7$

18. Which expression is equal to 83×5 ?

- A. $80 \times (3 + 5)$
- B. $(80 \times 5) + (3 \times 5)$
- C. $(5 \times 80) + 3$
- D. $(80 \times 5) + ((80 \times 3))$

19. Solve the following:

$$\begin{array}{r} 2,749 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 156 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 837 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 368 \\ \times 20 \\ \hline \end{array}$$

20. What is 1486 divided by 3? Show your work.

- A. 4,812 r0
- B. 495 r1
- C. 280 r10
- D. 496 r0

21. What is 2520 divide by 10? Show your work.

- A. 25,200
- B. 2,520
- C. 253
- D. 252

22. What is the value of this expression? $420 \div 4$

- A. 15
- B. 100
- C. 105
- D. 150

23. There are 168 lunches to be shared equally among 3 fourth-grade classes. How many lunches will go to each class?

- A. 56
- B. 165
- C. 171
- D. 504

24. What is the value of this expression? $3750 \div 10$

- A. 370
- B. 375
- C. 3740
- D. 37500

25. Which division problem is correct? Show your work.

- A. $4,836 \div 6 = 86$
- B. $4,836 \div 6 = 806$
- C. $3,215 \div 5 = 641$
- D. $3,215 \div 5 = 603$

26. If $600 \div A = 300$, what is A?

- A. 200
- B. 30
- C. 20
- D. 2

27. Fill in the blank with the number that makes this math sentence correct:

$$12 \times \underline{\quad} = 60$$

- A. 7
- B. 4
- C. 6
- D. 5

28. What value of A makes the number sentence true?

$$100 \div A = 20$$

- A. 4
- B. 5
- C. 80
- D. 120

29. What value of n makes the equation below true?

$$n + 7 = 21$$

- A. 3
- B. 28
- C. 141
- D. 147

30. Which value of g makes the number sentence true?

$$g \div 8 = 32$$

- A. 4
- B. 24
- C. 40
- D. 256

31. What value of p makes the equation below true?

$$270 \div p = 27$$


- A. 7
- B. 8
- C. 9
- D. 10

32. Which math problem can be checked using $3 \times 6 = 18$?

- A. $18 \times 3 = \underline{\quad}$
- B. $18 + 3 = \underline{\quad}$
- C. $18 \div 3 = \underline{\quad}$
- D. $18 - 3 = \underline{\quad}$

33. The students in your class collected pop cans to raise money for a class trip. The goal for each student was to collect 150 cans each. There are 27 students in your class. How many cans would that be altogether?

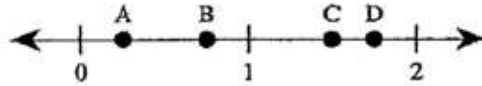
- A. 177 cans
- B. 405 cans
- C. 1350 cans
- D. 4050 cans

34. Suppose 33 photos are placed in a photo album. How many pages are needed if 3 photos fit on a page? Show your work.
- A. 9 pages
 - B. 10 pages
 - C. 11 pages
 - D. 12 pages
35. Which answer means the same as \$12.49?
- A. One and two forty nines
 - B. Twelve and forty nine
 - C. Twelve and forty nine tens
 - D. Twelve and forty nine hundredths
36. Mr. Clark was given some change at the grocery store. He was given 5 one dollar bills, 6 quarters, 2 dimes and a penny. How much change did he get?
- A. \$5.62
 - B. \$6.71
 - C. \$56.21
 - D. \$6.21
37. What decimal part of one dollar is the sum of these coins?
- 
- A. 2.00
 - B. 0.20
 - C. 0.02
 - D. 0.22
38. What is another way to write 0.7 inches?
- A. $\frac{7}{10000}$ inches
 - B. $\frac{7}{1000}$ inches
 - C. $\frac{7}{100}$ inches
 - D. $\frac{7}{10}$ inches
39. Which is equal to 0.45?
- A. $\frac{4}{5}$
 - B. $\frac{45}{100}$
 - C. $\frac{100}{45}$
 - D. $\frac{5}{100}$

40. Which number is the same as one fourth?
(think of $\frac{1}{4}$ of 100 when converting to decimals; think of money)

A. 0.4
B. 0.04
C. 0.25
D. 0.75

41. Which point on the number line below *best* represents 1.75?



A. Point A
B. Point B
C. Point C
D. Point D

42. Match the following: Draw a line to make a match.

Four tenths	.08
Eight hundredths	.3
64 hundredths	.4
3 tenths	.64

43. Divide $3,252 \div 7$

A. 463 R11
B. 464
C. 464 R4

44. Write the following in fraction and decimal form:

Eight tenths = _____ = _____

Twenty-seven hundredths = _____ = _____

Five hundredths = _____ = _____

Five tenths = _____ = _____

45. Write the following fractions in decimal form. Remember: • tenths hundredths

$\frac{4}{10} =$ _____ $\frac{8}{10} =$ _____ $\frac{23}{100} =$ _____ $\frac{56}{100} =$ _____

$\frac{8}{100} =$ _____ $\frac{5}{10} =$ _____ $\frac{66}{100} =$ _____ $\frac{2}{10} =$ _____

46. Which number is the same as .5?

- A. One half
- B. $\frac{5}{1}$
- C. Five hundredths
- D. $\frac{5}{1000}$

47. How is eighteen hundredths written in standard form?

- A. 0.018
- B. 0.18
- C. 18.00
- D. 1800

48. Solve each of these without using a calculator:

$4 \times 6 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

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

$5 \times 5 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$72 \div 9 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

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

$45 \div 9 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

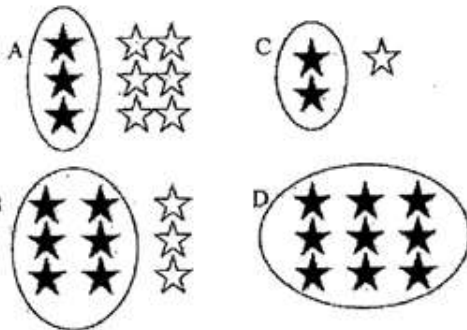
$8 \times 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

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

49. Choose the circled group that represents $\frac{1}{3}$.



- A. A
- B. B
- C. C
- D. D

50. There are 4 red cars, 5 blue cars, and 2 green cars in the parking lot. What is the fraction of Blue cars in the parking lot?

A. $\frac{5}{4}$

B. $\frac{5}{9}$

C. $\frac{5}{11}$

D. $\frac{11}{5}$

51. What is the fraction for the shaded part of this set?



A. $\frac{3}{8}$

B. $\frac{3}{4}$

C. $\frac{3}{7}$

52. Look at this set of objects. Which fraction stands for the part of the set that is shaded?



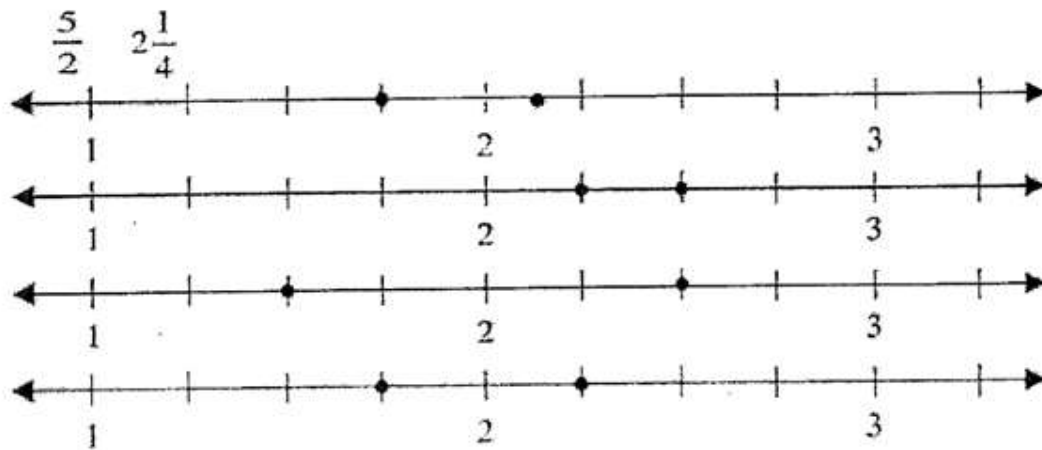
A. $\frac{3}{5}$

B. $\frac{5}{3}$

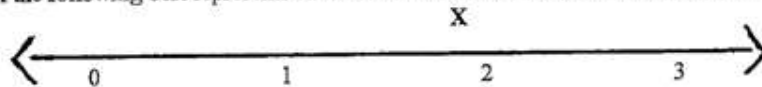
C. $\frac{5}{8}$

D. $\frac{3}{8}$

53. Which number line shows these two fractions?



54. Which of the following best represents the location of the X on the number line below?



- A. $1\frac{1}{4}$
- B. $1\frac{1}{2}$
- C. $1\frac{3}{4}$
- D. $2\frac{1}{4}$

55. How many twelfths equal $\frac{5}{6}$?

- A. $\frac{10}{12}$
- B. $\frac{11}{12}$
- C. $\frac{6}{12}$
- D. $\frac{5}{12}$

56. How many eighths equal $\frac{1}{4}$?

- A. $\frac{1}{8}$
- B. $\frac{2}{8}$
- C. $\frac{4}{8}$
- D. $\frac{7}{8}$

57. Which number is an improper fraction?

- A. $\frac{11}{12}$
- B. $\frac{5}{8}$
- C. $\frac{8}{5}$
- D. $\frac{6}{7}$

58. Convert this improper fraction into a mixed number. $11/2$

- A. $11 \frac{1}{2}$
- B. $2/11$
- C. $4 \frac{1}{2}$
- D. $5 \frac{1}{2}$

59. Which of the following is listed from smallest to largest? Draw pictures

A. $11/4$, $15/6$, $2 \frac{7}{12}$

B. $15/6$, $2 \frac{7}{12}$, $8/3$

C. $15/6$, $2 \frac{7}{12}$, $8/3$

D. $8/3$, $2 \frac{7}{12}$, $11/4$

60. Solve the following:

$1 \times 9 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$9 \times 7 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$2 \times 2 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

$24 \div 3 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$56 \div 7 = \underline{\hspace{2cm}}$

$4 \times 0 = \underline{\hspace{2cm}}$

$48 \div 6 = \underline{\hspace{2cm}}$

$18 \div 6 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

61. Which of the following is a prime number?

- A. 21
- B. 33
- C. 49
- D. 53

62. Choose the equation that is NOT true.

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

B. $\frac{1}{6} + \frac{5}{12} = \frac{7}{12}$

C. $\frac{3}{10} - \frac{23}{100} = \frac{7}{100}$

D. $\frac{8}{10} - \frac{3}{5} = \frac{2}{5}$