

ISD Grade Level: 3rd Grade
ISD Content: ELA



Name:

Date:

MAIN IDEA: MULTIPLE CHOICE

The **main idea** of a text tells what the text is mostly about. **Supporting details** are the sentences that support the main idea

I Read the paragraphs below. Then choose the best main idea from the multiple choice options. Highlight or underline one supporting detail in the text. An example has been done for you.

Example:

Pizza is a favorite food in the United States. Pizza is from Italy in the late 1800s. It became popular in the United States after World War II. People like to add toppings. Some toppings are pepperoni, sausage, and vegetables. These toppings give pizza more flavor. Pepperoni is America's favorite topping.

1. Living things are organisms with certain characteristics. They need water, food, and air to survive. They grow and change, and they move on their own. Living things reproduce, or make more of themselves. For example, plants and animals are living things. Plants make their own food and animals eat plants or other animals for food.

2. Have you ever seen a giraffe at the zoo? Giraffes are the tallest animals in the world. The average height of a giraffe is 16-18 feet tall. This animal has a very long neck and legs. Giraffes eat the leaves from tall trees. Other animals cannot reach that high. Male giraffes are even taller than female giraffes.

3. Hurricanes are large storms. They begin over the ocean. They gather heat and energy from the water. Hurricanes move slowly to land as they grow stronger. Hurricanes are dangerous because of their size. They are also dangerous because of high winds and big waves. Hurricanes can bring flooding, power outages, and tornadoes.

4. One way to stay healthy is to exercise. Exercise helps you feel better, lose weight, and grow stronger. Taking a walk is a form of exercise. It helps you go outside and get fresh air. Playing a sport is another form of exercise. This is a fun way to be active. Taking classes at a gym is a way to be healthy and fit. There are many types of exercise you can do to improve your health.

What is the main idea of the passage?

- a. Pizza is made from flour.
- b. Pizza was first made in Italy.
- c. You should eat the delicious pizza.
- d. Pizza is a popular meal in the United States.

What is the main idea of the passage?

- a. There are four characteristics of living things.
- b. Animals make their own food.
- c. All living things need sunlight.
- d. Plants eat other plants.

What is the main idea of the passage?

- a. Giraffes are extremely tall animals.
- b. Giraffes don't sleep very much.
- c. Giraffes are unique animals.
- d. Giraffes eat leaves.

What is the main idea of the passage?

- a. Hurricanes are summer storms.
- b. Hurricanes are one type of storm.
- c. Hurricanes are large, dangerous storms.
- d. Hurricanes are just like tornadoes and floods.

What is the main idea of the passage?

- a. Choose a fun way to exercise.
- b. There are many types of exercise.
- c. If you are not happy, exercise will fix it.
- d. There are many ways to make yourself feel better.

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Earth has many different kinds of violent weather.**

- _____ 1. The largest storms are called hurricanes.
- _____ 2. My grandmother doesn't like ice and snow.
- _____ 3. The winds on Mars are very powerful.
- _____ 4. Tornadoes are the most destructive storms.
- _____ 5. Hailstones can cause a great deal of damage.
- _____ 6. It is fun to collect hailstones after a storm.
- _____ 7. Lightning can strike buildings and even people.
- _____ 8. A thunderstorm can cause widespread flooding.
- _____ 9. Blizzards can shut down roads and force people to stay indoors.
- _____ 10. We put a rain gauge in our yard to measure rainfall.

Write 3 details to support the main idea: **Computers can be good learning tools.**

Detail #1:

Detail #2:

Detail #3:

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Statue of Liberty is an important historic symbol.**

- _____ 1. The Statue of Liberty is one of the most popular New York tourist attractions.
- _____ 2. My grandmother took me to see the Statue of Liberty.
- _____ 3. The seven rays on the crown of the Statue of Liberty stand for the seven continents.
- _____ 4. The official dedication ceremony for the statue was held on Thursday, Oct. 28, 1886.
- _____ 5. The tablet held in her left hand inscribed with the date July 4, 1776.
- _____ 6. I bought a souvenir at the gift shop.
- _____ 7. The statue was a welcome sign to all immigrants coming to America, as well as a universal symbol of freedom.
- _____ 8. At the feet of the Statue of Liberty lie broken shackles, representing oppression.
- _____ 9. The ferry ride to Ellis Island was windy.
- _____ 10. The light green exterior of the Statue of Liberty is the result of natural weathering of the copper.

Write 3 details to support the main idea: **Reading increases your vocabulary.**

Detail #1:

Detail #2:

Detail #3:

Important Supporting Details: Helen Keller

In an informational text, good writers develop the ideas. They do this by:

- sharing facts and details about the topic
- giving examples to explain an idea

Directions: Read the text. As you read, think about the most important details about the topic.

Have you ever known a person as courageous as Helen Keller? Helen Keller is a well-known author and speaker. Helen Keller showed courage as she managed her disabilities. She touched many people's lives.

Helen Keller was born a healthy child in 1880. When she was almost two years old, Helen became very sick. After she got well, her parents discovered that she could no longer see or hear. She was so young when she became sick that she had not yet learned to talk. Because she could not hear or see, Helen did not learn to speak until she was an adult.

Her parents learned about new ways to teach students with a disability. Anne Sullivan became Helen's teacher. She taught her sign language, which is a way to spell out letters using hand signs. Helen became very good at sign language and went on to be an excellent student. She graduated from college. She was the first deaf and blind person to earn an arts degree at Radcliffe College.

In her lifetime, Helen Keller raised money for the blind. She wrote books and spoke to many people. She created an organization that researches issues that affect deaf and blind people. She is honored for her generous spirit and her courage in coping with being blind and deaf.



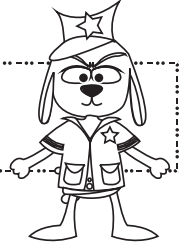
**Hellen Keller and her teacher,
Anne Sullivan, in 1888**

Directions: Choose the three most important details from the text that support the main idea. Write them in the boxes below. Be sure to write the details in your own words!

Main Idea: Helen Keller is famous for helping other people overcome their disabilities after she overcame her own.

MAIN IDEA: WORKING DOGS

The **main idea** of a text tells what the text is mostly about. **Supporting details** are the sentences that support the main idea.



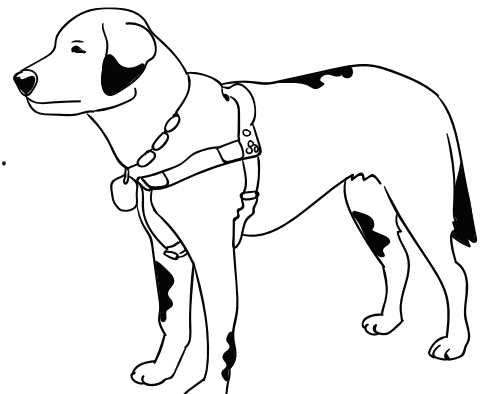
Part 1: Read the paragraph below.

Working dogs are animals that have a job. These animals are trained to help people. They protect people. They make life easier. Some dogs work with police officers. They help them find criminals or weapons. Other dogs also help find people. They are called search and rescue dogs. They are trained to find missing people when there is a disaster, like a flood, avalanche, or tornado. Other dogs act as eyes for blind people. Some dogs act as ears for the hearing impaired. Service dogs can also be helpers for people who are physically challenged. Dogs become working dogs when they are specially trained to help and protect people.

Part 2: Complete the graphic organizer by choosing the best main idea and supporting details. Some choices will not be used.

Main Idea: _____
Supporting Details: <ul style="list-style-type: none"> ● _____ _____ ● _____ _____ ● _____ _____

- a. A police dog assists police in finding criminals and weapons.
- b. Working dogs must be puppies.
- c. A dog can help a blind person by acting as his eyes.
- d. Working dogs are trained dogs that help people.
- e. Some dogs help hearing impaired people by acting as his ears.
- f. A dog should be fed and loved if it is going to be helpful.



Name: _____

Date: _____

Learning About the Ocean

Directions:

Underline or highlight the main idea in the text. Look back at the text to complete the sentences at the bottom of the page.

The ocean is important to all living things. More than 70 percent of Earth's surface is covered by oceans. If you saw Earth from outer space, it would look similar to a blue marble. That's a lot of water! The ocean is the Earth's largest habitat.



There is only one world ocean and five ocean basins. The water in the world ocean flows between the ocean basins, just like air moves around on land.

About one million types of animals live in the ocean. Different animals live in different parts of the ocean depending on what they need to stay alive.

It's important that humans take care of the ocean so it stays healthy for years to come. One way to help the ocean is to pick up trash on the beach.

The ocean is important to all living things. Over half of the Earth's surface is covered by the ocean. Scientists have only explored 5 percent of the ocean. There is still so much left to explore!

The topic of the text is _____.

The main idea of the text is _____.

<u>Key Detail #1</u>	<u>Key Detail #2</u>	<u>Key Detail #3</u>

Reading Comprehension: The Ice Cream Disaster

Name: _____ Date: _____

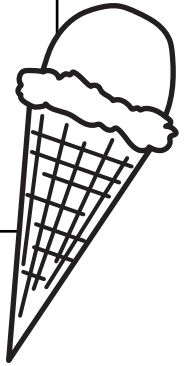
Read the passage below and answer the questions that follow.

My day started out great. I woke up to the sound of the birds chirping outside. I knew my grandma was making bacon for breakfast. The delicious smell drifted into my bedroom.

Things looked good! We went to the beach near my grandma's house. The sun shone brightly. Grandma promised that I could get some ice cream from the Snack Bar.

I really worked up an appetite for that ice cream after I swam in the water, built four sandcastles, and buried my friend's legs in the sand. Grandma gave me the money. I went to get my treat.

As soon as I got back to the blanket where we sat, I ate my ice cream cone. Then it happened. The ice cream began to melt at a lightning speed and before I knew it, my ice cream was splattered in the sand.



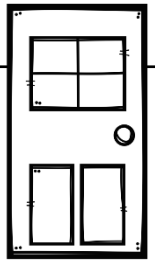
1. Where did the boy buy the ice cream?

2. How did the boy feel at the beginning of the story?

3. How did the boy feel at the end of the story?

4. What does *worked up an appetite* mean in Paragraph 3?

WHEN *the* DOOR OPENED...



It was Friday night. I was sitting at the kitchen table (minding my own business) when a loud knock sounded on our front door. Dad was chopping tomato, tossing lettuce and fiddling with the vegetable peeler, so he didn't rush to answer the door. Instead, he tilted his head at me as if to say: *Hey, Jack! You're almost ten. That's more than old enough to see who's there.*

Setting my book down, I walked up the corridor and jammed my eye to the peephole. I couldn't see anyone standing on the porch. I frowned. Miss Lemons had taught us about stranger danger at school last week and I must admit I was a little nervous that someone was out there, possibly hiding in the bushes with a net, hoping to catch a small book-loving-almost-ten-year-old named Jack Evans.

"Who is it?" yelled Dad.

"No one," I said, trotting quickly back to the kitchen to reclaim my book.

Knock, knock!

I nearly jumped clean out of my skin. Dad was now grating cheese, but he stopped and arched his left eyebrow at me.

"Are you sure no one was there?"

Perhaps I shouldn't have been such a scaredy-cat. Maybe someone *had* been there. Not everyone stood perfectly in front of the peephole, right? I dropped my book for a second time and retraced my footsteps to the front door. Taking a deep breath, I placed my fingers on the handle and pulled it open.

"Mom?"

Her car was parked in the driveway and the trunk was open. I glanced down at my feet. She had left a row of shopping bags—bulging with fruit, vegetables and bread—on the ground, ready to be carried into the house.

"Didn't you hear me knock the first time?" she grumbled. "Help me in with these groceries."

Answer the questions in complete sentences.

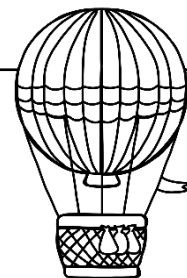
1) What was Dad doing when the knock sounded for the first time?

2) Why was Jack scared to open the door?

3) Why do you think Jack's mom knocked a few times?

4) Do you like helping your parents with grocery shopping? Why/Why not?

THE Magic BALLOON



Lyanna dreamed of adventure. She was always getting into trouble for sitting on the grass, staring at the clouds passing by in the sky. According to her big sister, Danica, Lyanna should have been doing something more productive with her time. That was easy for Danica to say. Danica was a star athlete. She broke the cross country record every year.

One day, Lyanna was outside, thinking that the shape of the clouds looked terribly like a ship on the ocean, when she saw a little black speck in the distance. At first, she didn't pay it much heed, but the speck grew larger and larger. It seemed to be flying through the clouds! When it passed through the sail of Lyanna's 'cloud ship', its outline began to take shape. It was a hot air balloon, and it wasn't black at all. It was red, blue, yellow and green with a brown woven basket hanging below.

"Lyanna!"

Lyanna tore her eyes from the balloon, only to see Danica coming out of the house, hands on hips. Although that kind of stance usually meant that she was in hot water, Lyanna thought that the balloon would make her sister forget about being angry.

"Look in the sky," said Lyanna. "Do you see the hot air balloon?"

Danica glanced up. "What hot air balloon?"

"Can't you see it?" Lyanna was most alarmed. The balloon was so close that it cast a shadow on the lawn. A few seconds later, it landed with a gentle bump in the middle of their backyard!

"Are you making up stories again?" asked Danica.

Lyanna blinked. The sunlight blazed bright in her line of vision. Suddenly the world spun, and when Lyanna opened her eyes, she was on her back on the grass, waking from a dream. She sat up and looked up to the sky. There was no hot air balloon, but the clouds were in the shape of a ship on the ocean.

Answer the questions in complete sentences.

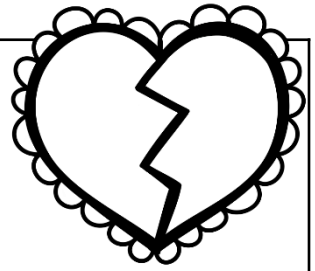
1) What was Danica good at?

2) What did the hot air balloon look like?

3) Why do you think Lyanna saw the hot air balloon, but Danica couldn't see it?

4) Do you like spending time outdoors? Why/Why not?

THE *Sweet* LITTLE SISTER



Benji couldn't understand why there was such a big fuss when his sister was born. People would come over to the house in droves. They would pick Sammie up in their arms. They would rock her back and forth until she went to sleep. Occasionally, they would glance at Benji and make some kind remark, but it wasn't like it used to be. Although Benji considered himself a pretty nice boy, he couldn't help being jealous of the "little bundle of joy" who had taken all the attention away from him.

One afternoon, Benji decided that he was going to take matters into his own hands. When no one was looking, Benji went to find Sammie. She was asleep. He decided that it was the perfect time to get rid of his annoying little sister. He dragged her bed outside into the yard. He dragged it all the way down to the back garden. But he didn't stop there. He dragged Sammie's bed across the dirt and left it against the fence. Then, feeling quite pleased with himself, Benji walked back to the house. He'd already decided that he was going to pretend that nothing had happened.

Of course, everyone panicked when they discovered that Sammie was missing. Benji couldn't understand why they were so worried. He walked back and forth in front of them, but it was useless. They didn't care about him. They pushed him away. They kept calling out for Sammie as though Benji didn't even exist!

Finally, someone found Sammie. She was fine. She was scooped up into loving arms and cuddled until she was fast asleep again! After they'd taken her back into the house, Benji found that two pairs of accusing eyes were focused on him.

"Naughty, Benji!" said Fred.

And Benji, the dog, was taken by the collar and tied up outside. His little puppy sister, Sammie, got to sleep in the laundry on her soft puppy bed.

Answer the questions in complete sentences.

1) How did Benji feel after Sammie was born?

2) What did Benji do to Sammie?

3) Why do you think people paid more attention to Sammie than Benji?

4) Did anything surprise you about this story? Why/Why not?

ISD Grade Level: 3rd Grade

ISD Content: Math



Name: _____

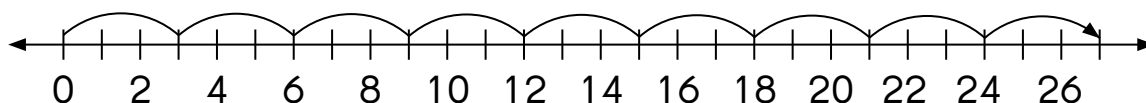
Date: _____

Multiplication Tables of 6, 7, 8, and 9

Multiplication Properties

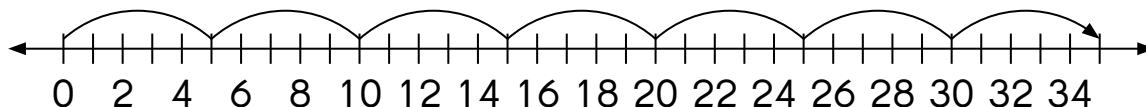
Look at each number line. Write the multiplication fact.

1.



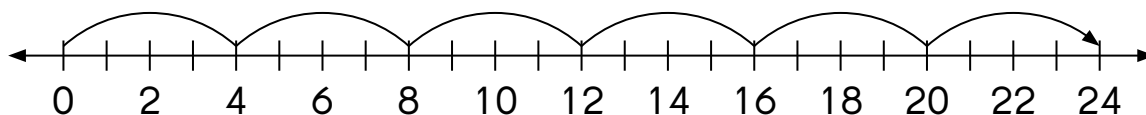
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2.



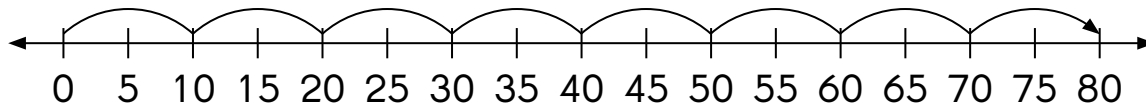
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3.



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

4.



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

Name:	Date:
Teacher:	Part 2: Mastering the Basic Times Tables

Multiply by 6



"A group of 6 is clear to see - when you look for groups of 3!"

<p>A group of 6 is easier as two groups of 3. 3 times a number plus 3 times a number is 6 times the number!</p>		$6 \times 7 = 7+7+7 + 7+7+7$ $= \boxed{21} + \boxed{21}$ $= \boxed{42}$
-----------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------

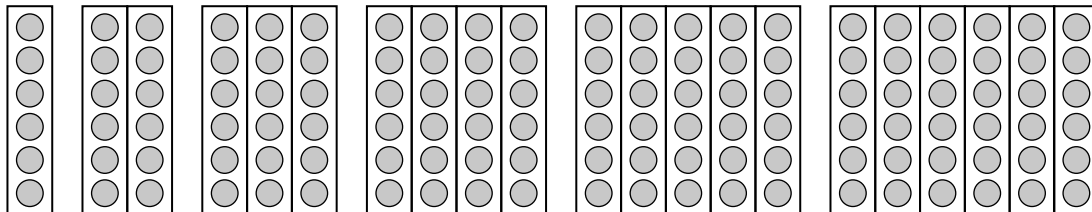
		Think Smart	Think Quick
1.	6×5	$(3 \times 5) + (3 \times 5) = \boxed{} + \boxed{}$	$6 \times 5 = \boxed{}$
2.	6×4	$(3 \times 4) + (3 \times 4) = \boxed{} + \boxed{}$	$6 \times 4 = \boxed{}$
3.	6×1	$(3 \times 1) + (3 \times 1) = \boxed{} + \boxed{}$	$6 \times 1 = \boxed{}$
4.	6×3	$(3 \times 3) + (3 \times 3) = \boxed{} + \boxed{}$	$6 \times 3 = \boxed{}$
5.	6×2	$(3 \times 2) + (3 \times 2) = \boxed{} + \boxed{}$	$6 \times 2 = \boxed{}$
6.	6×8	$(3 \times 8) + (3 \times 8) = \boxed{} + \boxed{}$	$6 \times 8 = \boxed{}$
7.	6×6	$(3 \times 6) + (3 \times 6) = \boxed{} + \boxed{}$	$6 \times 6 = \boxed{}$
8.	6×9	$(3 \times 9) + (3 \times 9) = \boxed{} + \boxed{}$	$6 \times 9 = \boxed{}$
9.	6×7	$(3 \times 7) + (3 \times 7) = \boxed{} + \boxed{}$	$6 \times 7 = \boxed{}$
10.	6×10	$(3 \times 10) + (3 \times 10) = \boxed{} + \boxed{}$	$6 \times 10 = \boxed{}$

Name: _____

Date: _____

Multiply by 6

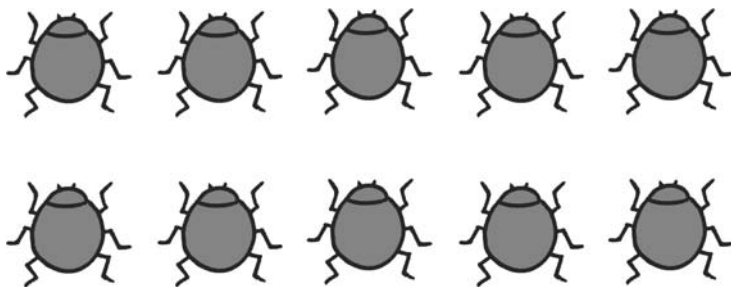
Look at each array model. Then fill in the blanks.



1. a. 6 12 _____ 24 _____ 36

b. 30 36 42 _____ _____ _____

Fill in the missing numbers.



Each beetle has six legs.



2. a. $2 \times 6 =$ _____

b. $4 \times 6 =$ _____

c. $6 \times 6 =$ _____

d. $8 \times 6 =$ _____

e. _____ $\times 6 = 18$

f. _____ $\times 6 = 42$

g. $9 \times 6 = 6 \times$ _____ $=$ _____

h. $10 \times$ _____ $=$ _____ $\times 10 = 60$

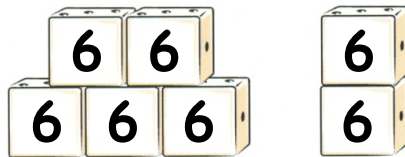
Name:	Date:
Teacher:	Part 2: Mastering the Basic Times Tables

Multiply by 7



"A group of 7 can be quick - 5 and 2 will do the trick!"

A group of 7 is easier as groups of 5 and 2. 5 times a number plus 2 times a number is 7 times the number!



$$\begin{aligned}
 7 \times 6 &= 6+6+6+6+6 + 6+6 \\
 &= \boxed{30} + \boxed{12} \\
 &= \boxed{42}
 \end{aligned}$$

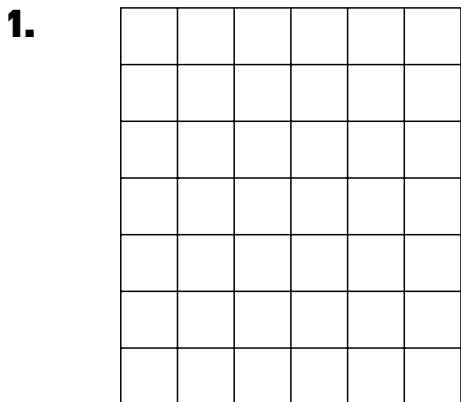
		Think Smart	Think Quick
1.	7×5	$(5 \times 5) + (2 \times 5) = \boxed{} + \boxed{}$	$7 \times 5 = \boxed{}$
2.	7×4	$(5 \times 4) + (2 \times 4) = \boxed{} + \boxed{}$	$7 \times 4 = \boxed{}$
3.	7×1	$(5 \times 1) + (2 \times 1) = \boxed{} + \boxed{}$	$7 \times 1 = \boxed{}$
4.	7×3	$(5 \times 3) + (2 \times 3) = \boxed{} + \boxed{}$	$7 \times 3 = \boxed{}$
5.	7×2	$(5 \times 2) + (2 \times 2) = \boxed{} + \boxed{}$	$7 \times 2 = \boxed{}$
6.	7×8	$(5 \times 8) + (2 \times 8) = \boxed{} + \boxed{}$	$7 \times 8 = \boxed{}$
7.	7×6	$(5 \times 6) + (2 \times 6) = \boxed{} + \boxed{}$	$7 \times 6 = \boxed{}$
8.	7×9	$(5 \times 9) + (2 \times 9) = \boxed{} + \boxed{}$	$7 \times 9 = \boxed{}$
9.	7×7	$(5 \times 7) + (2 \times 7) = \boxed{} + \boxed{}$	$7 \times 7 = \boxed{}$
10.	7×10	$(5 \times 10) + (2 \times 10) = \boxed{} + \boxed{}$	$7 \times 10 = \boxed{}$

Name: _____

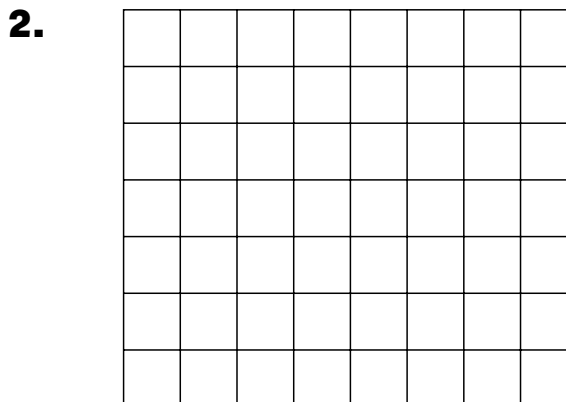
Date: _____

Multiply by 7

Look at each area model. Write the multiplication fact.

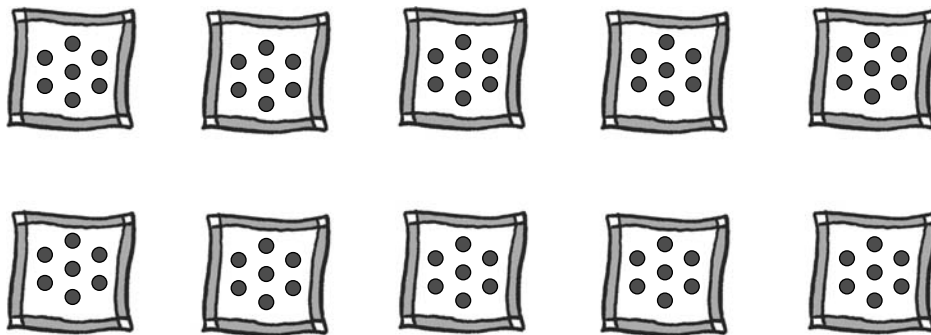


_____ \times _____ = _____



_____ \times _____ = _____

Fill in the missing numbers.



3. $2 \times 7 =$ _____

4. $4 \times 7 =$ _____

5. $5 \times 7 =$ _____

6. $8 \times 7 =$ _____

7. $7 \times$ _____ $= 49$

8. _____ $\times 7 = 63$

9. _____ $\times 7 = 7 \times$ _____ $= 21$

10. _____ $\times 7 = 7 \times$ _____ $= 0$

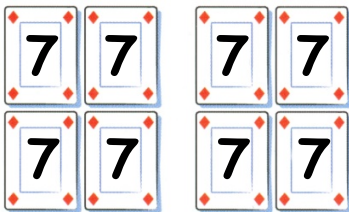
Name:	Date:
Teacher:	Part 2: Mastering the Basic Times Tables

Multiply by 8



"A group of 8 is nothing more - than equal groups of 4 and 4!"

A group of 8 is easier as two groups of 4. 4 times a number plus 4 times a number is 8 times the number!



$$\begin{aligned}
 8 \times 7 &= 7+7+7+7 + 7+7+7+7 \\
 &= \boxed{28} + \boxed{28} \\
 &= \boxed{56}
 \end{aligned}$$

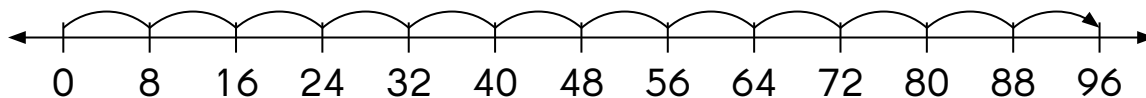
		Think Smart	Think Quick
1.	8×5	$(4 \times 5) + (4 \times 5) = \boxed{} + \boxed{}$	$8 \times 5 = \boxed{}$
2.	8×4	$(4 \times 4) + (4 \times 4) = \boxed{} + \boxed{}$	$8 \times 4 = \boxed{}$
3.	8×1	$(4 \times 1) + (4 \times 1) = \boxed{} + \boxed{}$	$8 \times 1 = \boxed{}$
4.	8×3	$(4 \times 3) + (4 \times 3) = \boxed{} + \boxed{}$	$8 \times 3 = \boxed{}$
5.	8×2	$(4 \times 2) + (4 \times 2) = \boxed{} + \boxed{}$	$8 \times 2 = \boxed{}$
6.	8×8	$(4 \times 8) + (4 \times 8) = \boxed{} + \boxed{}$	$8 \times 8 = \boxed{}$
7.	8×6	$(4 \times 6) + (4 \times 6) = \boxed{} + \boxed{}$	$8 \times 6 = \boxed{}$
8.	8×9	$(4 \times 9) + (4 \times 9) = \boxed{} + \boxed{}$	$8 \times 9 = \boxed{}$
9.	8×7	$(4 \times 7) + (4 \times 7) = \boxed{} + \boxed{}$	$8 \times 7 = \boxed{}$
10.	8×10	$(4 \times 10) + (4 \times 10) = \boxed{} + \boxed{}$	$8 \times 10 = \boxed{}$

Name: _____

Date: _____

Multiply by 8

Complete each skip-counting pattern.

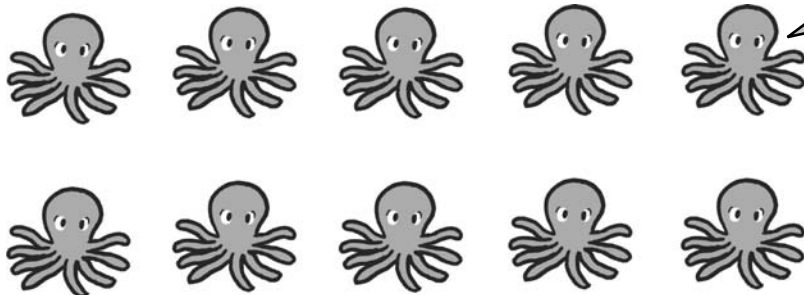


1. 8 16 _____ 48

2. 40 _____ 72 _____

Fill in the missing numbers.

3.



I have 8 tentacles.

×	1	3	5	9	8	7	4	6	1
8	8	24							

0

Fill in the missing numbers.

4. $2 \times 8 =$ _____ $\times 2 =$ _____

5. $8 + 8 + 8 + 8 + 24 =$ _____ $\times 8$

6. $40 =$ _____ $\times 8 = 8 \times$ _____

7. $40 + 40 =$ _____ $\times 8 +$ _____ $\times 8$
 $=$ _____

Name:	Date:
Teacher:	Part 2: Mastering the Basic Times Tables

Master 6, 7, 8

"Try these problems on for size, your brain will like the exercise!"



		Think Smart	Think Quick
1.	6×3	$(3 \times 3) + (3 \times 3) = \square + \square$	$6 \times 3 = \square$
2.	7×8	$(5 \times 8) + (2 \times 8) = \square + \square$	$7 \times 8 = \square$
3.	8×6	$(4 \times 6) + (4 \times 6) = \square + \square$	$8 \times 6 = \square$
4.	6×9	$(3 \times 9) + (3 \times 9) = \square + \square$	$6 \times 9 = \square$
5.	7×2	$(5 \times 2) + (2 \times 2) = \square + \square$	$7 \times 2 = \square$
6.	8×8	$(4 \times 8) + (4 \times 8) = \square + \square$	$8 \times 8 = \square$
7.	6×4	$(3 \times 4) + (3 \times 4) = \square + \square$	$6 \times 4 = \square$
8.	7×9	$(5 \times 9) + (2 \times 9) = \square + \square$	$7 \times 9 = \square$
9.	8×7	$(4 \times 7) + (4 \times 7) = \square + \square$	$8 \times 7 = \square$
10.	6×8	$(3 \times 8) + (3 \times 8) = \square + \square$	$6 \times 8 = \square$
11.	7×3	$(5 \times 3) + (2 \times 3) = \square + \square$	$7 \times 3 = \square$
12.	8×9	$(4 \times 9) + (4 \times 9) = \square + \square$	$8 \times 9 = \square$

Name:	Date:
Teacher:	Part 2: Mastering the Basic Times Tables

Multiply by 9



"A group of 9 requires tact - start with 10 and then subtract!"

A group of 9 isn't easy to calculate but a group of 10 is. So start with 10 and take away the extra 1!



$$\begin{aligned}
 9 \times 8 &= (10 \times 8) - (1 \times 8) \\
 &= \boxed{80} - \boxed{8} \\
 &= \boxed{72}
 \end{aligned}$$

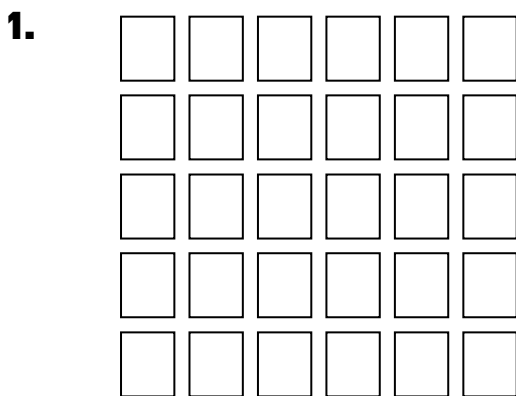
		Think Smart	Think Quick
1.	9×5	$(10 \times 5) - (1 \times 5) = \boxed{} - \boxed{}$	$9 \times 5 = \boxed{}$
2.	9×4	$(10 \times 4) - (1 \times 4) = \boxed{} - \boxed{}$	$9 \times 4 = \boxed{}$
3.	9×1	$(10 \times 1) - (1 \times 1) = \boxed{} - \boxed{}$	$9 \times 1 = \boxed{}$
4.	9×3	$(10 \times 3) - (1 \times 3) = \boxed{} - \boxed{}$	$9 \times 3 = \boxed{}$
5.	9×2	$(10 \times 2) - (1 \times 2) = \boxed{} - \boxed{}$	$9 \times 2 = \boxed{}$
6.	9×8	$(10 \times 8) - (1 \times 8) = \boxed{} - \boxed{}$	$9 \times 8 = \boxed{}$
7.	9×6	$(10 \times 6) - (1 \times 6) = \boxed{} - \boxed{}$	$9 \times 6 = \boxed{}$
8.	9×9	$(10 \times 9) - (1 \times 9) = \boxed{} - \boxed{}$	$9 \times 9 = \boxed{}$
9.	9×7	$(10 \times 7) - (1 \times 7) = \boxed{} - \boxed{}$	$9 \times 7 = \boxed{}$
10.	9×10	$(10 \times 10) - (1 \times 10) = \boxed{} - \boxed{}$	$9 \times 10 = \boxed{}$

Name: _____

Date: _____

Division: Finding the Number of Items in Each Group

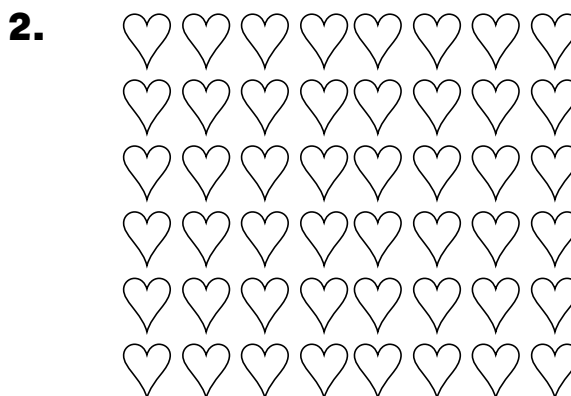
**Circle to make equal groups.
Then fill in the missing numbers.**



$$30 \div 5 = \underline{\hspace{2cm}}$$

Each group has

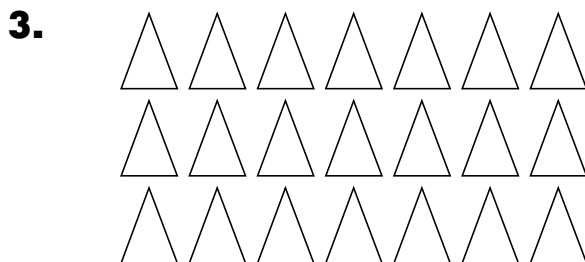
_____ squares.



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

Each group has

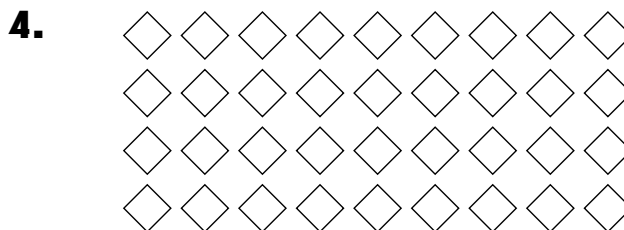
_____ hearts.



$$21 \div 3 = \underline{\hspace{2cm}}$$

Each group has

_____ triangles.



$$36 \div 4 = \underline{\hspace{2cm}}$$

Each group has

_____ diamonds.