



$\div$   5&10 3 4 0&Squ 9 6 8 7 All

**Information for Parents:  $\div 2$  "Halve" Strategy**

**Half  $\div 2$  "Halving" Strategy**

$\div 2$  number facts are learned by relating them to the  $2x$  multiplication facts and by using a HALVING strategy. Talk about examples from real life, such as halving the number of digits on both hands ( $10 \div 2$ ).

**Related times facts**

- |                          |                           |
|--------------------------|---------------------------|
| 1) $1 \times 2 =$ _____  | 7) $4 \times 2 =$ _____   |
| 2) $3 \times 2 =$ _____  | 8) $8 \times 2 =$ _____   |
| 3) $9 \times 2 =$ _____  | 9) $6 \times 2 =$ _____   |
| 4) $11 \times 2 =$ _____ | 10) $12 \times 2 =$ _____ |
| 5) $10 \times 2 =$ _____ |                           |
| 6) $7 \times 2 =$ _____  |                           |

**Halving**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 39) $\frac{1}{2}$ of 2 = _____  | 44) $\frac{1}{2}$ of 4 = _____  |
| 40) $\frac{1}{2}$ of 18 = _____ | 45) $\frac{1}{2}$ of 10 = _____ |
| 41) $\frac{1}{2}$ of 24 = _____ | 46) $\frac{1}{2}$ of 6 = _____  |
| 42) $\frac{1}{2}$ of 14 = _____ | 47) $\frac{1}{2}$ of 16 = _____ |

- $\div 2$
- 13)  $24 \div 2 =$  \_\_\_\_\_
- 14)  $10 \div 2 =$  \_\_\_\_\_
- 15)  $16 \div 2 =$  \_\_\_\_\_
- 16)  $16 \div 2 =$  \_\_\_\_\_
- 17)  $8 \div 2 =$  \_\_\_\_\_
- 18)  $4 \div 2 =$  \_\_\_\_\_
- 19)  $24 \div 2 =$  \_\_\_\_\_

This is a

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- |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|
| 20) $16 \div 2 =$ _____ | 33) $6 \div 2 =$ _____  | 39) $8 \div 2 =$ _____  | 69) $6 \div 2 =$ _____  |
| 21) $20 \div 2 =$ _____ | 34) $6 \div 2 =$ _____  | 57) $22 \div 2 =$ _____ | 70) $8 \div 2 =$ _____  |
| 22) $2 \div 2 =$ _____  | 35) $8 \div 2 =$ _____  | 58) $10 \div 2 =$ _____ | 71) $12 \div 2 =$ _____ |
| 23) $14 \div 2 =$ _____ | 36) $20 \div 2 =$ _____ | 59) $18 \div 2 =$ _____ | 72) $4 \div 2 =$ _____  |
| 24) $2 \div 2 =$ _____  | 37) $16 \div 2 =$ _____ | 60) $12 \div 2 =$ _____ | 73) $10 \div 2 =$ _____ |
| 25) $12 \div 2 =$ _____ | 38) $2 \div 2 =$ _____  | 61) $22 \div 2 =$ _____ | 74) $16 \div 2 =$ _____ |

**Revision**

- |                          |                           |                      |                      |
|--------------------------|---------------------------|----------------------|----------------------|
| 75) $7 + 6 =$ _____      | 78) $9 \times 8 =$ _____  | 81) $14 - 5 =$ _____ | 84) $11 - 8 =$ _____ |
| 76) $6 + 5 =$ _____      | 79) $9 \times 12 =$ _____ | 82) $17 - 9 =$ _____ | 85) $7 - 4 =$ _____  |
| 77) $5 \times 8 =$ _____ | 80) $7 + 3 =$ _____       | 83) $15 - 8 =$ _____ | 86) $13 - 7 =$ _____ |

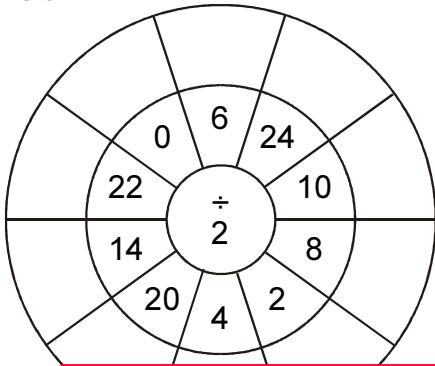


$\div$   5&10 3 4 0,11&Squ 9 6 8 7 12 All

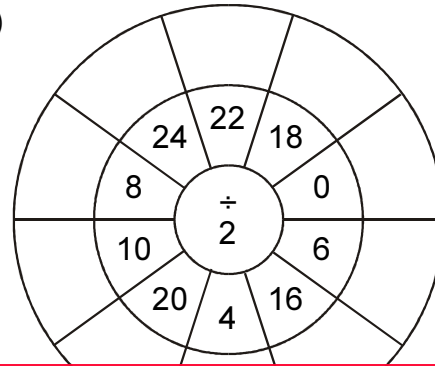
This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 2: Division Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

Division

1)



2)



Multipl  
3)

This is a

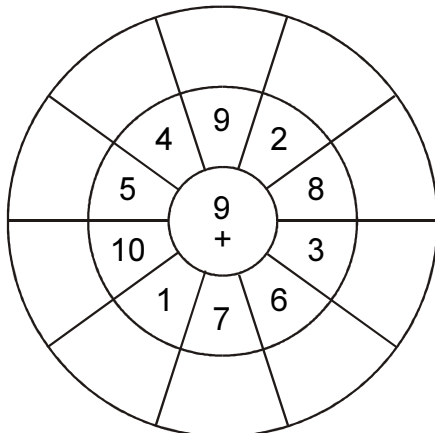
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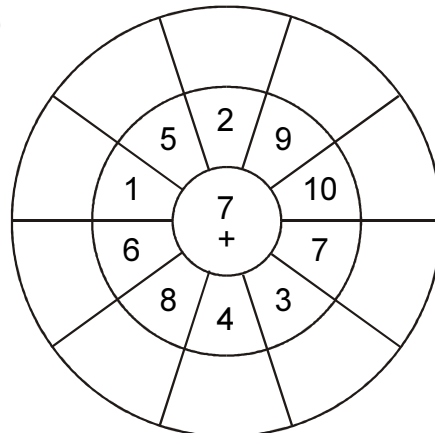
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Addition revision

5)



6)





$\div$  2 **5&10** 3 4 0,11&Squ 9 6 8 7 12 All

**Information for Parents:  $\div 5$ ,  $\div 10$  "Place Value and Halving" Strategy**

**$\div 5$  "Place Value and Halving" Strategy**

$\div 10$  number facts are about thinking of place value, and using the names for multiples of 10. For example, forty is four tens.  $\div 5$  number facts are learned by relating them to the multiplication facts and by using a PLACE VALUE strategy. Since 5 is half of 10, the number of fives in a number is always double the number of tens; eg,  $30 \div 5 = \text{double } 3 = 6$ .

**Related times facts**

- 1)  $3 \times 5 =$  \_\_\_\_\_
- 2)  $9 \times 5 =$  \_\_\_\_\_
- 3)  $0 \times 5 =$  \_\_\_\_\_
- 4)  $5 \times 5 =$  \_\_\_\_\_
- 5)  $6 \times 5 =$  \_\_\_\_\_
- 6)  $11 \times 5 =$  \_\_\_\_\_
- 7)  $8 \times 5 =$  \_\_\_\_\_
- 8)  $10 \times 5 =$  \_\_\_\_\_
- 9)  $12 \times 5 =$  \_\_\_\_\_

**$\div 5$**

- 37)  $50 \div 5 =$  \_\_\_\_\_
- 38)  $25 \div 5 =$  \_\_\_\_\_
- 39)  $15 \div 5 =$  \_\_\_\_\_
- 49)  $10 \div 5 =$  \_\_\_\_\_
- 50)  $40 \div 5 =$  \_\_\_\_\_
- 51)  $5 \div 5 =$  \_\_\_\_\_

**$\div 10, \div 5$**

- 13)  $110 \div 10 =$  \_\_\_\_\_
- 14)  $10 \div 10 =$  \_\_\_\_\_
- 15)  $30 \div 10 =$  \_\_\_\_\_
- 16)  $10 \div 10 =$  \_\_\_\_\_
- 17)  $30 \div 10 =$  \_\_\_\_\_
- 18)  $110 \div 10 =$  \_\_\_\_\_

- 19)  $110 \div 10 =$  \_\_\_\_\_
- 20)  $50 \div 10 =$  \_\_\_\_\_
- 21)  $30 \div 10 =$  \_\_\_\_\_
- 22)  $30 \div 10 =$  \_\_\_\_\_
- 23)  $120 \div 10 =$  \_\_\_\_\_
- 24)  $20 \div 10 =$  \_\_\_\_\_
- 31)  $120 \div 10 =$  \_\_\_\_\_
- 32)  $10 \div 10 =$  \_\_\_\_\_
- 33)  $40 \div 10 =$  \_\_\_\_\_
- 34)  $40 \div 10 =$  \_\_\_\_\_
- 35)  $120 \div 10 =$  \_\_\_\_\_
- 36)  $10 \div 10 =$  \_\_\_\_\_

- 61)  $\frac{1}{5}$  of 20 = \_\_\_\_\_
- 62)  $\frac{1}{5}$  of 40 = \_\_\_\_\_
- 63)  $\frac{1}{5}$  of 60 = \_\_\_\_\_
- 64)  $\frac{1}{10}$  of 30 = \_\_\_\_\_
- 65)  $\frac{1}{5}$  of 35 = \_\_\_\_\_
- 66)  $\frac{1}{5}$  of 15 = \_\_\_\_\_
- 67)  $\frac{1}{5}$  of 45 = \_\_\_\_\_
- 68)  $\frac{1}{10}$  of 100 = \_\_\_\_\_
- 69)  $\frac{1}{5}$  of 50 = \_\_\_\_\_
- 70)  $\frac{1}{5}$  of 25 = \_\_\_\_\_

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**Revision**

- 71)  $6 \times 9 =$  \_\_\_\_\_
- 72)  $9 + 3 =$  \_\_\_\_\_
- 73)  $7 + 7 =$  \_\_\_\_\_
- 74)  $5 \times 8 =$  \_\_\_\_\_
- 75)  $14 - 4 =$  \_\_\_\_\_
- 76)  $13 - 8 =$  \_\_\_\_\_
- 77)  $10 - 8 =$  \_\_\_\_\_
- 78)  $13 - 5 =$  \_\_\_\_\_

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