PROFESSOR PETE'S
CLASSROOM

Trish Price & Peter Price

Bring It On!

Book 1: Mental Strategies Worksheets

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Bring It On! Mental Strategies Worksheets

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Scope and Sequence – Developing Number Fluency "Times Tables"

	Addition & Subtraction to 10	Addition	Subtraction	Addition & Subtraction Revision	Addition	Subtraction	Addition & Subtraction	Easy Multiplication and Division	Extended Addition & Subtraction	Multiplication	Division	Multiplication and Division Revision	All Operations Revision	Extended Multiplication and Division	Division with Remainders	Factors & Multiples	Mental Strategies	All Operations Advanced Revision	Fractions	Percentages
Series	Let's Go!				Ten Minutes a Day Level 1				Ten Minutes a Day Level 2				Ten Minutes a Day Level 3				Bring It On!			
Gr 1/ Yr 2																				
Gr 2/ Yr 3																				
Gr 3/ Yr 4																				
Gr 4/ Yr 5																				
Gr 5/ Yr 6																				

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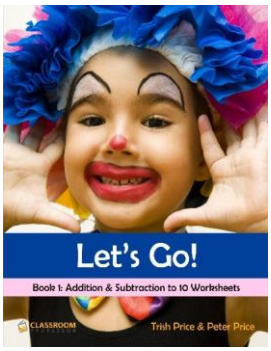
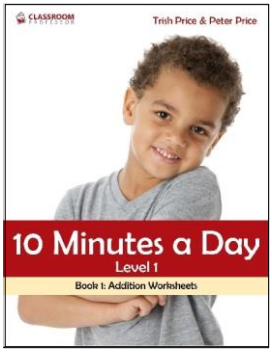
Developing Fluency Worksheets Series

Grade 1 / Year 2



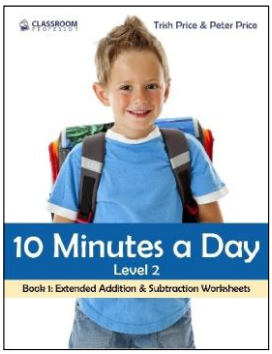
Four eBooks:
- Addition & Subtraction to 10
- Addition
- Subtraction
- Addition & Subtraction Revision

Grade 2 / Year 3



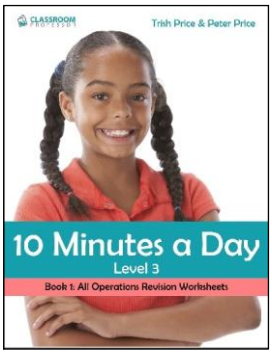
Four eBooks:
- Addition
- Subtraction
- Addition & Subtraction Revision
- Easy Multiplication & Division

Grade 3 / Year 4



Four eBooks:
- Extended Addition & Subtraction
- Multiplication
- Division
- Multiplication & Division Revision

Grade 4 / Year 5



Four eBooks:
- All Operations Revision
- Extended Multiplication & Division
- Division with Remainders
- Factors & Multiples

Grade 5 / Year 6

Four eBooks:
- Mental Strategies
- All Operations Advanced Revision
- Fractions
- Percentages

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Grade 5 / Year 6 eBooks series: Bring It On!

Each worksheets eBook contains:

* Daily worksheets for 10 weeks
* Carefully graded and sequenced activities
* Lots of revision activities
* 5 Checkup worksheets for assessment
* 20 Homework worksheets with parents' advice
* All answer keys
* PDF download for easy access
* Teaching strategies advice
* 30-day money-back guarantee

Mental Strategies:

- Multiplying by 10, 100 or 1000
- Dividing by 10, 100 or 1000
- Doubling 2-digit & 3-digit nos
- Halving 2-digit & 3-digit nos
- Adding "nice" numbers
- Adding near 100
- Subtracting near 100
- Multiplying 2- & 3-digit nos x5
- Multiplying larger nos x50, x25
- Revision

All Operations Advanced Revision:

- Count on/back; Double
- Difference of; 5x, 10x
- Rainbow facts; 3x
- Doubles+1; 4x
- Near 10; 9x
- Remaining & Ext. Facts; 6x
- Doubling 2-digit numbers; 8x
- Halving 2-digit numbers; 7x
- Adding "nice" numbers
- Multiplying / dividing by 10, 100, 1000

Fractions:

- Multiplying by fractions
- Improper and mixed numbers
- Equivalent fractions
- Simplifying fractions - Comparing fractions
- Adding & subtracting fractions
- Adding & subtracting mixed nos
- Converting decimals & common fractions
- Advanced fractions to decimals
- Revision

Percentages:

- Introduction to percentages
- Converting common fractions to percent
- 10%, 10% discount
- 50%, 50% discount
- 25%, 25% discount
- 100%+
- 10% increase, 50% increase
- 100% increase, 200+% increase
- 1%, 0.5%
- Advanced percentages
- Percentage Revision

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Contents: Bring It On! Mental Strategies

Classroom Worksheets

Check Up Worksheets

Homework Worksheets

Answer Keys

Alignment with the Common Core State Standards for Mathematics

Recommended eBook	*Description*
 **Bring It On! Series:** • Mental Strategies • All Operations Advanced Revision • Fractions • Percentages	The *Bring It On!* series includes advanced worksheets which cover a range of topics, for students who have memorized all the number facts for the four operations. These eBooks may be used at a range of grade levels, starting in Grade 4. **Book 1** of this series introduces students to a sequence of mental strategies which may be used in many contexts involving mental computation. For example, worksheets cover multiplying by powers of 10, doubling and halving 2- and 3-digit numbers, and adding and subtracting near 100. **Book 2** is useful for students at this level to revise the four operations' number facts. This book should be used if students need to develop fluency with the basic facts, and will also introduce advanced facts involving larger numbers (e.g., 600 x 3 = ?; 2 x 0.6 = ?), and order of operations questions (e.g., 8 + 15 ÷ 5). **Book 3** covers a range of questions involving fractions, including finding equivalent fractions, converting common fractions to decimals, comparing fractions with like or unlike denominators, and adding and subtracting fractions with like denominators. **Book 4** introduces students to percentages, and includes calculations involving converting common fractions to percentages, percentage discounts and increases, and percentages greater than 100% and less than 1%.

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Alignment with the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics		
Grade 4 Number and Operations—Fractions **Extend understanding of fraction equivalence and ordering.** • Compare two fractions with different numerators and different denominators. • Record the results of comparisons with symbols >, =, or <. **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** • Add and subtract mixed numbers with like denominators.	**Grade 5 Operations & Algebraic Thinking** **Write and interpret numerical expressions** • Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. • Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. **Grade 5 Number and Operations—Fractions** **Use equivalent fractions as a strategy to add and subtract fractions** • Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. **Grade 5 Number and Operations in Base Ten** **Understand the place value system** • Read, write, and compare decimals to thousandths.	**Grade 6 Ratios and Proportional Relationships** **Understand ratio concepts and use ratio reasoning to solve problems** • Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.

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Alignment with the UK National Curriculum for Mathematics (draft 21 June 2012)

Recommended eBook	*Description*
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Alignment with the UK National Curriculum for Mathematics (draft 21 June 2012)

National Curriculum for Mathematics	
Year 4	**Year 5**
Fractions Pupils should be taught to: • identify and name equivalent fractions of a given fraction with denominator not greater than 12 • write the equivalent fraction of a fraction given the denominator or the • numerator • reduce fractions to their simplest form • add and subtract two fractions with common denominators within one whole **Decimals** Pupils should be taught to: • compare numbers with the same number of decimal places up to 2 decimal places • find the effect of dividing a 2-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths • recognise and write decimal equivalents to ¼, ½, ¾ and any number of tenths and hundredths.	**Addition and subtraction** Pupils should be taught to: • add and subtract numbers mentally with increasingly large numbers. **Multiplication and division** Pupils should be taught to: • multiply and divide numbers by 10, 100 and 1000 **Fractions** Pupils should be taught to: • compare and order fractions with different denominators • recognise mixed numbers and improper fractions and convert from one form to the other • add and subtract fractions with the same denominator and related fractions;, write mathematical statements that exceed 1 as a mixed number. **Decimals** Pupils should be taught to: • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and 100 decimal equivalents **Percentage** Pupils should be taught to: • recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred" for example that 100% represents a whole quantity and 1% is 1/100 , 50% is 50/100 , 25% is 25/100, etc. • write simple fractions as percentages and decimals as percentages (e.g. ½ = 50% = 0.5).

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Bring It On! series: Alignment with the Australian Curriculum

eBook Series	*Series Titles*	*Australian Curriculum: Content Descriptions*
	**Bring It On! Series:** • Mental Strategies • All Operations Advanced Revision • Fractions • Percentages	**Year 4** • Investigate equivalent fractions used in contexts (ACMNA077) • Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) **Year 5** • Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098) • Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103) • Recognise that the place value system can be extended beyond hundredths (ACMNA104) **Year 6** • Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) • Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) • Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126) • Multiply and divide decimals by powers of 10 (ACMNA130)

eBook Series	*Series Titles*	*Australian Curriculum: Content Descriptions*
 [Continued]	**Bring It On! Series:** • Mental Strategies • All Operations Advanced Revision • Fractions • Percentages	**Year 6** • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) • Make connections between equivalent fractions, decimals and percentages (ACMNA131) • Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) **Year 7** • Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149) • Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152) • Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155) • Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157) • Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)

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Teaching Strategies

PROFESSOR PETE'S CLASSROOM

Teaching Strategies Fact Sheets

The Teaching Strategies Fact Sheets provide expert information for teachers about the recommended strategy-based approach to the teaching of arithmetic facts.

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Extended Addition & Subtraction Number Facts

Teaching Strategies

Once students know all their basic addition and subtraction number facts, they are ready to learn the extended number facts.

Extended number facts are based on basic number facts, when they are applied to larger numbers.

Extended facts in this eBook include questions in which numbers made up of tens and zero ones are added or subtracted.

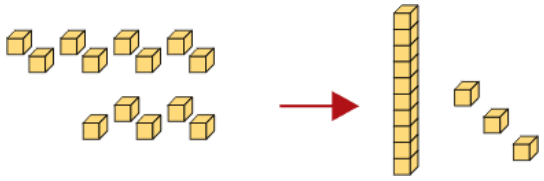
Adding Tens

Adding two numbers made up of tens is quite achievable for students who really know their basic addition facts. Base ten numbers behave in consistent ways, when numbers in a single place are manipulated.

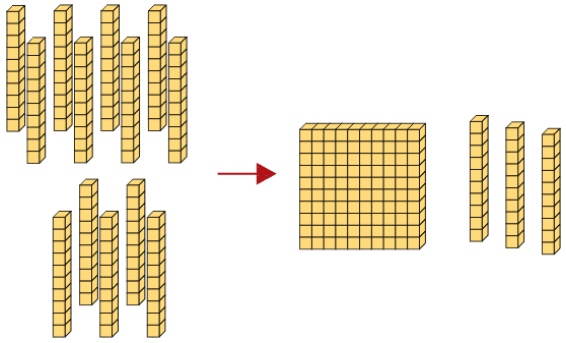
For example, adding 3 and 4 results in a sum of 7, no matter if the amounts are made up of ones, tens, or another place:

3 + 4 = 7
30 + 40 = 70

Students can model questions of adding tens in similar ways to adding single digits, if they substitute tens material for the numbers in place of ones material. For example:



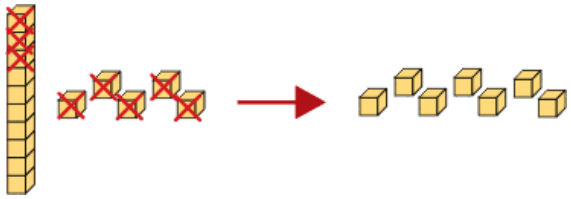
8 + 5 = 13



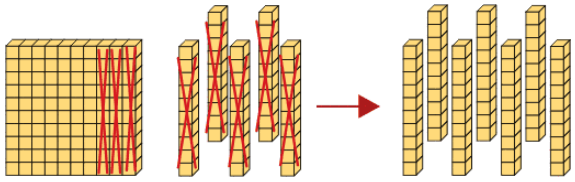
80 + 50 = 130

Subtracting Tens

Similarly, subtraction of tens results in answers the same as the related basic subtraction facts, except they are in tens. For example:



15 - 8 = 7



150 - 80 = 70

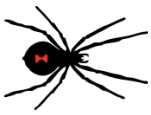
Multiplication Number Facts - Teaching Strategies

2x: 'Doubles'

The two times facts can be learned by thinking of doubles, which were previously learned as addition facts. For example:

2 x 3 = double 3
= 3 + 3
= 6

We have been discussing everyday examples of doubles the children encounter, such as the digits on both hands (double 5), the legs on a spider (double 4), and so on. Encourage your child to think of examples like these when he or she is stuck.



2 x 4 legs = 8 legs

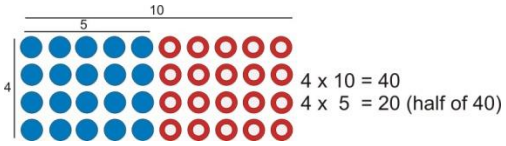
2 x 3 legs = 6 legs

10x & 5x: 'Place Value', 'Halving'

The ten times facts relate closely to the names for groups of ten: twenty, thirty, forty, and so on. Children should not find these difficult.

Five times facts are easier than most other sets, due to the fact that 5 is half of 10. Even multiples of five are the same as half the number of tens. For example:

5 x 6 = 10 x half of 6)
= 10 x 3
= 30



Odd multiples of five always end in "5", and are five more than the previous multiple. For example:

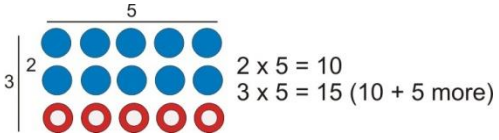
5 x 7 = 6 fives + 5
= 35

3x: 'Double Plus One More Set'

The three times facts may be recalled by thinking of the related doubles fact, and adding one more of the multiplier. For example:

3 x 7 = double 7 + 7 more
= 14 + 7
= 21

Children may have to think hard to add some of the larger numbers. Always encourage the child to commit each fact to memory, which ultimately removes the need to use the strategy.

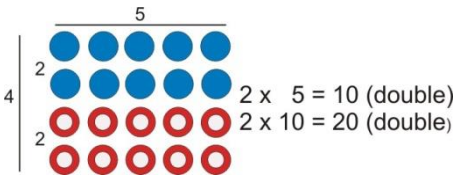


4x: 'Double Double'

The four times facts may be found by doubling the multiplier twice. For example:

4 x 6 = double 6
= 12
double 12 = 24

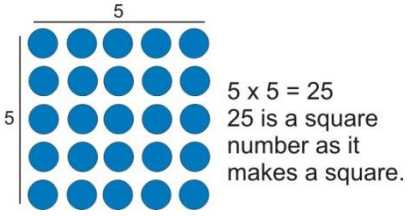
Children may have to think hard to double some of the larger numbers. Always encourage the child to commit each fact to memory, which ultimately removes the need to use the strategy.



0x & Square Numbers: Special Cases

These number facts are all somewhat unusual, which are combined in this sheet as special cases. Zero is the only number which when used as a multiplier results in a single result, zero. Talk to your child about what it means to have multiple empty containers: for example, 0 x 3 – "How many apples are in three empty boxes?".

Square numbers are a very useful set to know, and should be learned as a special group. Each one may be thought of using a unique visual or mental model, such as the squares on a chess board for 8 squared



9x: 'Think of Ten Less One Set'

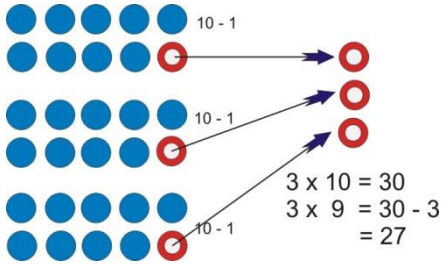
The nine times facts can be related to multiples of ten, with one of the multipliers removed. Since 9 = 10 – 1, if it is multiplied, it is equal to the same number of tens, less the multiplier. For example:

9 x 7 = 7 tens – 7
= 70 - 7
= 63

Other patterns can be found in the nines facts, such as the patterns in the numbers of tens and ones and a special "finger trick" which students may know.

Yet another pattern in the nines is that the two digits always add up to 9. Coupled with the knowledge that the number of tens is one less than the multiplier, this strategy can be used:

9 x 3 = [one less than 3 tens] + ones
= 20 + [9 - 2 ones]
= 20 + 7
= 27

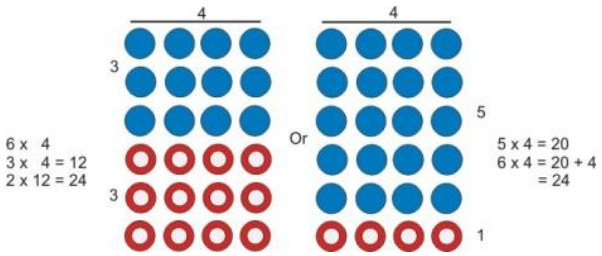


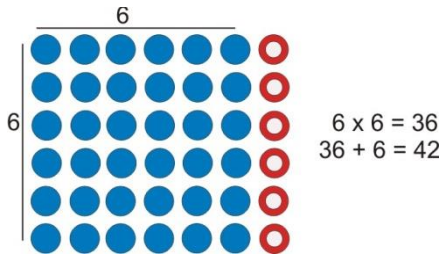
6x: 'Double 3x' or 'Build From Five'

The six times facts can be linked to multiples of five, with an extra multiple added. For example:

6 x 7 = 5 x 7 plus 7
= 35 + 7
= 42

Alternatively these facts can be thought of as double 3x facts. Note that by this stage, the child should have already memorised most of the six times facts, when learning other sets of facts. The only remaining "new" facts should be 6x7 and 6x8.



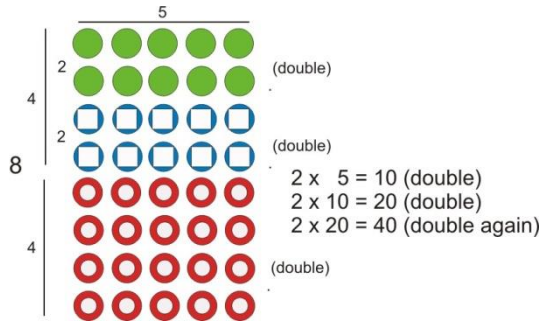


8x: 'Double Double Double'

The eight times facts may be found by doubling the multiplicand three times. For example, "7 x 8":

double 7 = 14
double 14 = 28
double 28 = 56

Note that by this stage, the child should have already memorised most of the eight times facts, when learning other sets of facts. The only remaining "new" fact should be 8x7.



7x" 'Build From Known Facts'

The seven times facts are probably the most difficult facts to learn, and may be learned best by building from other known facts. For example:

6 x 7 = 6 x 6 + 6 more
= 42

Note that all 7x facts will have been covered in other sets by this stage.

Division Number Facts - Teaching Strategies

÷ 2 - "Halving" Strategy

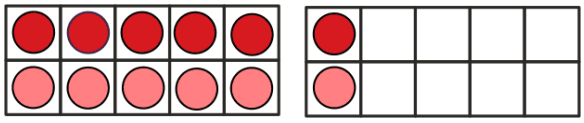
The divide by two number facts can be learned by thinking of halving. These facts were previously learned as subtraction facts and are the inverses of multiplication "doubles". For example:

18 ÷ 2 = half of 18
= 9

Discuss everyday examples of doubles and halves with which the children are familiar, such as the eggs in an egg carton (12 eggs in two halves).

Using two ten frames can also help students to perceive the number that is half of an even number. For example:

12 ÷ 2 = half of 12
= 6



÷ 10 & ÷ 5 - "Place Value" Strategies

The divide by ten number facts rely on the student recalling which single digit number is matched with the ten name, such as "fifty" being linked to "five". Children should not find these difficult.

Divide by five number facts are easier than most other sets, due to the fact that 5 is half of 10. Dividing a multiple of ten by five is the same as doubling the number of tens. For example:

40 ÷ 5 = double 4
= 8

Dividing by five a number ending in "5" will always result in an odd number. For example:

35 ÷ 5 = 7

÷ 3 – "Relate to x3" Strategy

The divide by three number facts are the first set for which there isn't an obvious strategy. Whereas when multiplying there is often a way to think of multiples which is helpful in speeding up the memorization process, division facts often have no special strategy, and so the general strategy of "think of the multiplication fact" is used.

Students should recall multiplication facts for the 3x facts, and "turn them around" to deduce the associated division facts.

For example, 21 ÷ 3 :: think of the fact "3 x __ = 21". Since 3 x 7 = 21, the answer is "7".

÷ 4x – "Half and Half Again" Strategy

The divide by four number facts may be handled in the opposite way to the four times facts. Four times facts are learned by

doubling twice; if a multiple of 4 is halved twice, the result is the other factor. For example:

24 ÷ 4 = half of (half of 24)
= half of 12
= 6.

0 ÷ & Squares – Special Cases

It is important for students to learn that it is impossible to divide any number by zero, and so this is not a divisor. On the other hand, dividing zero by another number is a special case, the result always being "0". Talk to students about having an empty set of objects to share.

For example, "If I have no toys to share, how many can I give to each of three friends?"

Square numbers were learned as a set of special multiplication facts that are useful to know. Turning them around, square roots are the related special set of division facts.

÷ 9 – "Finger Trick" Strategy

The "finger trick" used to learn nine times facts is also useful for division facts. Students can be taught this trick: put both hands up in front, with thumbs adjacent. Bend one finger so that the other fingers to the left and right of that finger represent the number of tens and ones respectively. The position of the bent finger, counted from the left, is the result of dividing the number by 9.

For example, put the fingers up, drop the right thumb to show five fingers, the dropped thumb then four fingers to represent the number "54". The thumb is in the sixth position, showing that 54 ÷ 9 = 6.

÷ 6 – "Relate to x6" Strategy

Students should recall multiplication facts for the 6x facts, and "turn them around" to deduce the associated division facts.

For example, 48 ÷ 6 :: think of the fact "6 x __ = 48". Since 6 x 8 = 48, the answer is "8".

Note that by this stage, the child should have already memorised most of the six division facts, when learning other sets of facts. The only remaining "new" facts should be 42 ÷ 6 and 48 ÷ 6.

÷ 7 – "Relate to x7" Strategy

Students should recall multiplication facts for the 7x facts, and "turn them around" to deduce the associated division facts.

For example, 42 ÷ 7 :: think of the fact "7 x __ = 42". Since 6 x 7 = 42, the answer is "6".

Note that by this stage, the child should have already memorised most of the seven division facts, when learning other sets of facts. The only remaining "new" fact should be 56 ÷ 7.

÷ 8 – "Relate to x8" Strategy

Students should recall multiplication facts for the 8x facts, and "turn them around" to deduce the associated division facts.

For example, 56 ÷ 8 :: think of the fact "8 x _ = 56". Since 7 x 8 = 56, the answer is "7".

The eight times facts may also be found by halving the dividend three times. For example:

40 ÷ 8 = half of (half of (half of 40)
= half of (half of 20)
= half of 10
= 5.

Note that all eight division facts will have been covered in other sets by this stage.

PROFESSOR PETE'S CLASSROOM

Extended Multiplication & Division Number Facts

Teaching Strategies

Once students know all their basic multiplication and division number facts, they are ready to learn the extended number facts.

Extended number facts are based on basic number facts, when they are applied to larger or smaller numbers.

Extended facts include a limitless number of facts that can be derived from the basic facts. Students should be taught specific types of extended number facts, and also encouraged to discover other derived facts.

Multiples of Powers of Ten

Since our numbers are base ten numbers, multiplying either number in a multiplication operation results in a very predictable product, which differs from the related basic fact by a power of ten.

For example:

4 x 7 = 28
40 x 7 = 280
400 x 70 = 28 000

Introduce these extended facts first by changing one of the terms in a basic number fact, leaving the other number as a single digit number.

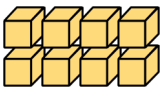
Note: Avoid talking of "adding zeros" to a result. Not only is this not an accurate description of the process, it does not apply when the result is a decimal fraction.

Students should be encouraged to see that multiplying powers of ten results in specific products relating to the original terms. These "power of ten products" can be applied to a basic fact to find the extended fact product.

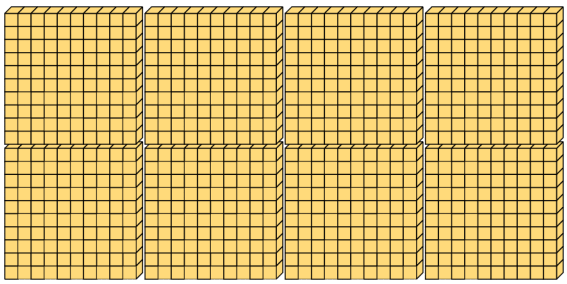
For example:

10 x 100 = 1000

With care these facts can be modelled with base ten material, and connections between basic facts and extended facts shown using arrays. For example:



2 x 4 = 8



20 x 40 = 800

Principles such as "tens times hundreds equals thousands" can be applied to a basic fact such as

2 x 6 = 12

like so:

20 x 600 = 12 000
200 x 60 = 12 000

and so on.

Multiples of Decimal Fractions

Decimal fractions such as 0.1, 0.01, and so on are also powers of ten, and so behave in similar ways, except that the resulting product will be smaller than the related basic fact.

For example:

9 x 4 = 36
9 x 0.4 = 3.6
0.9 x 0.004 = 0.0036

As with larger powers of ten, start by changing one of the two terms in a basic fact, before making both terms decimal fractions.

Many adults learned to multiply decimal fractions by "moving the decimal point". This is not recommended, since like "adding zeros" it does not express what is happening mathematically, and does not work for certain examples.

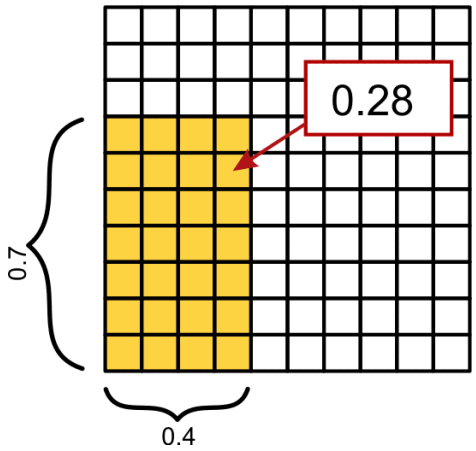
Students should learn that multiplying "unit" decimal fractions results in predictable results, such as the following:

1 tenth x 1 tenth = 1 hundredth
0.1 x 0.1 = 0.01
1 tenth x 1 hundredth = 1 thousandth
0.1 x 0.01 = 0.001

The knowledge that the product of one tenth and one tenth is one hundredth can then be applied to an operation such as:

0.4 x 0.7 = 0.28

This can also be modelled using a square hundred grid:



After students have developed familiarity with multiples of decimal fractions, they can be taught the rule of "counting the decimal places" to correctly place the decimal point in the answer. For example, in the question

0.003 x 0.006 =

the student can count six digits after decimal points in the two factors, leading to the correct answer "18 with 6 decimal places":

0.003 x 0.006 = 0.000 018

Multiples of Unit Common Fractions

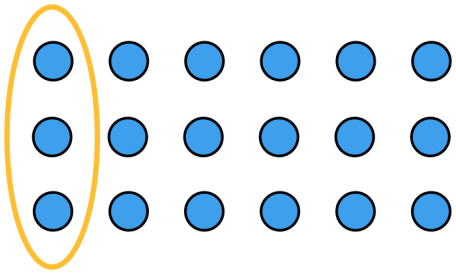
When a unit fraction (one in which the numerator is "1") is multiplied, it behaves exactly the same as the denominator of the fraction applied as a divisor. For example:

$\frac{1}{8}$ x 32 = 4

is the same as

32 ÷ 8 = 4

Students can use physical models to see what a "fraction of a group" means. For example:



$\frac{1}{6}$ x 18 = 3

Fractions can also be multiplied by a related number raised by a power of ten. For example:

$\frac{1}{9}$ x 5400 = 600

Division of Powers of Ten

Using a "basic product" raised by a power of ten as the dividend leads to questions that are the inverse of the product of powers of ten. For example:

800 x 2 = 1600
1600 ÷ 2 = 800

Other extended basic division facts can be derived, such as:

40 000 ÷ 5 = 8000
4900 ÷ 70 = 70

Division of Decimal Fractions

Dividing a decimal fraction by a whole number is not difficult if the student first names the decimal fraction in terms of its last place. This can then be related to the relevant basic fact. For example:

36 ÷ 9 = 4
36 thousandths ÷ 9 = 4 thousandths
0.036 ÷ 9 = 0.004

Division by Decimal Fractions

Dividing by a decimal fraction is conceptually difficult, and should be understood via a "quotition" model, in which division is understood as *repeated subtraction* of the divisor. Thus, a question such as

3.5 ÷ 0.5 = 7

can be thought of as "How many times can 7 tenths be subtracted from 35 tenths?"

An alternative way to approach division by a decimal fraction is to write the question as a common fraction, then multiply by a power of ten to find an equivalent fraction that is a whole number. For example:

0.27 ÷ 0.003 =

can be written as

$$\frac{0.27}{0.003} = \frac{270}{3} = 90$$

PROFESSOR PETE'S CLASSROOM

Teaching Mental Strategies

Knowing basic number facts well is the foundation to lots of other mathematics. One set of skills which students can build onto their knowledge of the four operations' basic facts is mental strategies.

This eBook contains exercises on a variety of useful mental strategies which, if students develop them well, will allow for further development in the future.

Exercises in this eBook depend on prior experience and effective memorization of basic facts.

Multiplying by Powers of Ten

Multiplying by 10, 100 or 1000 is a very useful skill. Because regular numbers are based on 10, this is a simple mental process. Teach students to move every digit to the left by the appropriate number of places.

For example, x100: move every digit 2 places to the left, then fill in trailing zeros as place holders if necessary.

64 x 100 = 6400
15.8 x 1000 = 15 800

Note: it is not recommended to talk of "adding zeroes", since this is not an accurate description of the process. It also ceases to work if the number being multiplied has a decimal point. Rather, help students to see that when a number is multiplied by a power of ten, the digits are shifted the appropriate number of places to the left. If required, zeroes are placed in right-hand places.

Dividing by Powers of Ten

Dividing by 10, 100, or 1000 is likewise a powerful and very useful skill. Once they understand the process, students should be able to complete these questions mentally. Teach them to move the digits one, two or three places to the right, noting where the decimal point is.

For example, ÷ 100: move the digits two places to the right.

25 ÷ 100 = 0.25
73.6 ÷ 10 = 7.36

Note: it is not recommended to talk of "moving the decimal point", since this is not an accurate description of the process. Rather, discuss moving the digits to new locations, keeping the decimal point fixed between the ones and tenths places.

Doubling

Many mathematical processes involve some use of doubling; for example, when calculating an equivalent fraction, doubling a numerator and denominator is often required.

Teach students to look at the number being doubled and work out if regrouping is

required, then hold the various digits in memory before combining them in the result. If there is regrouping of ones, they should start by doubling the ones digit. For example:

Double 46: notice that double 6 goes over ten, so there will be an extra ten in the answer.

Double 46 = double 4 tens + double 6 ones
= 8 tens + 12 ones
= 92

Halving

Being able to halve a number is often useful, for example when simplifying common fractions. Questions in this section start with simple examples without regrouping. Teach students to start with the left-hand place, noting when halving an odd number that an extra ten needs to be added to the next place to the right.

For example:

Half of 76 = half of 6 tens + half of 16 ones
= 3 tens + 8 ones
= 38

Adding "Nice" Numbers

When mentally adding a set of numbers, proficient thinkers will look for numbers which add easily together. These pairs will usually be two numbers whose sum is 10 or 100.

For example:

7 + 6 + 1 + 4 + 3 = 7 + 3 + 6 + 4 + 1
= 10 + 10 + 1
= 21

Adding Near 100

When adding numbers near 100, a "compensation" method can often be used.

For example:

98 + 43 = 100 + 43 - 2
= 143 - 2
= 141

Students can think of strategies that they find easy, such as adding 100 then subtracting 2, or subtracting 2 from the second number and then adding 100. Similarly, when adding a number a little bigger than 100 or another round number, we can compensate by adding the "extra". For example:

82 + 101 = 82 + 100 + 1
= 182 + 1
= 183

Subtracting Near 100

Just as when adding near 100, with these questions students should think about subtracting 100, and compensating for the difference.

For example:

374 - 99 = 372 - 100 + 1
= 274 + 1
= 275

Multiplying by 50 & 25

Multiplying by 50 and 25 is quite easy to do, seeing that they are one half and one fourth or quarter of 100, respectively.

Multiplying by 50 can be done by multiplying by 100 then halving the result, or in the opposite order, halve the other number first, then multiply by 100. Similarly, multiplying by 25 involves quartering and multiplying by 100.

For example:

64 x 25 = 64 ÷ 4 x 25 x 4
= 16 x 100
= 1600

Extended Multiplication & Division with Decimals

Operations carried out on decimal fractions behave in exactly the same way as with whole numbers, except that the values are in a different place.

For example:

6 x 8 = 48;
6 tenths x 8 = 48 tenths
= 4.8

Students should be familiar with their basic number facts, and have a good understanding of tenths and hundredths before commencing these questions.

Check Up Tests Markbook

There are 4 or 5 Check Up Tests in this eBook. Enter students' scores and times below to keep track of their progress.

Student	Check Up A		Check Up B		Check Up C		Check Up D		Check Up E		Total	Comments

Student	Check Up A		Check Up B		Check Up C		Check Up D		Check Up E		Total	Comments

PROFESSOR PETE'S CLASSROOM

Standard Worksheets

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Standard Worksheets

Standard Worksheets are designed for use by the majority of students in a regular class.

Suggested Uses:

1. Use one worksheet per day for four days a week, followed by a Check-Up sheet on the tenth day, once per two weeks. This program will take 10 weeks in total, after which the majority of students should know the arithmetic facts they have been practising.
2. Use a Checkup sheet to discover your students' strengths and weaknesses. Use a targeted approach to customize each student's program, providing each student with a selection of Standard Worksheets which match that student's needs.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

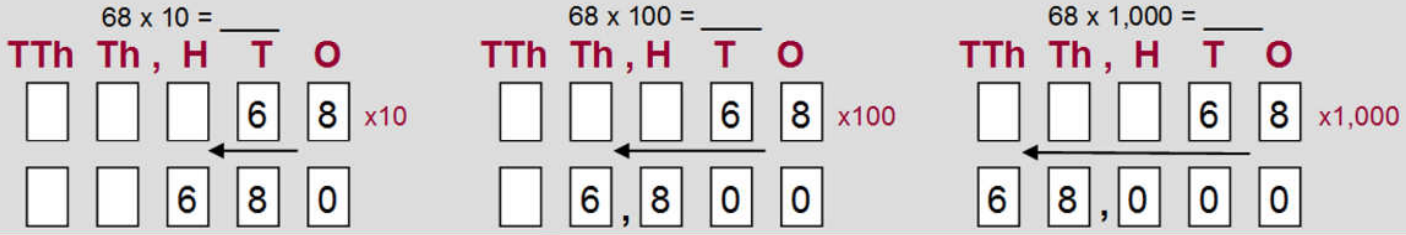
Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.



Note to teachers: It is not recommended to talk of "adding zeroes", since this is not an accurate description of the process. Also it causes problems when numbers with decimals are multiplied. Rather, talk about moving the digits to new locations to make the number bigger by a power of ten.

x 10, x 100, x 1,000

1) 66 × 10 = _____
2) 24 × 100 = _____
3) 47 × 1,000 = _____
4) 45 × 100 = _____
5) 48 × 100 = _____
6) 56 × 10 = _____
7) 32 × 100 = _____
8) 91 × 1,000 = _____
9) 15 × 10 = _____
10) 45 × 1,000 = _____
11) 1 × 1,000 = _____
12) 98 × 100 = _____
13) 85 × 10 = _____
14) 25 × 1,000 = _____
15) 26 × 10 = _____
16) 84 × 100 = _____
17) 51 × 1,000 = _____
18) 37 × 100 = _____
19) 45 × 10 = _____
20) 81 × 1,000 = _____

Addition revision

21) 6 + 5 = _____
22) 9 + 8 = _____
23) 4 + 6 = _____
24) 5 + 8 = _____
25) 7 + 4 = _____
26) 9 + 4 = _____
27) 5 + 5 = _____
28) 4 + 5 = _____
29) 3 + 5 = _____
30) 10 + 7 = _____

Subtraction revision

31) 10 – 5 = _____
32) 9 – 4 = _____
33) 17 – 9 = _____
34) 14 – 6 = _____
35) 9 – 2 = _____
36) 12 – 4 = _____
37) 17 – 8 = _____
38) 11 – 3 = _____
39) 16 – 8 = _____
40) 18 – 9 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.

47.3 x 10 = ____

TTh	Th	,	H	T	O	.	t	
			4	3	7	.		x10
		4	3	7	.			

47.3 x 100 = ____

TTh	Th	,	H	T	O	.	t	
			4	3	7	.		x100
	4	,	3	7	0	.		

47.3 x 1,000 = ____

TTh	Th	,	H	T	O	.	t	
			4	3	7	.		x1,000
4	3	,	7	0	0	.		

x 10, x 100, x 1,000

1) 78.9 × 100 = _____
2) 942 × 10 = _____
3) 80.4 × 10 = _____
4) 50.4 × 100 = _____
5) 78.5 × 10 = _____
6) 80.2 × 10 = _____
7) 997 × 100 = _____
8) 83.1 × 1,000 = _____
9) 72.0 × 100 = _____
10) 2.9 × 10 = _____
11) 94.6 × 100 = _____
12) 908 × 100 = _____
13) 87.1 × 100 = _____
14) 50.5 × 10 = _____
15) 570 × 1,000 = _____
16) 38 × 1,000 = _____
17) 12.1 × 100 = _____
18) 31.0 × 1,000 = _____
19) 95 × 1,000 = _____
20) 356 × 100 = _____

Addition revision

21) 5 + 7 = _____
22) 5 + 5 = _____
23) 7 + 4 = _____
24) 5 + 4 = _____
25) 8 + 4 = _____
26) 10 + 7 = _____

Subtraction revision

33) 11 – 4 = _____
34) 18 – 9 = _____
35) 16 – 7 = _____
36) 10 – 4 = _____
37) 9 – 3 = _____
38) 12 – 6 = _____

Multiplication revision

27) 8 × 9 = _____
28) 10 × 5 = _____
29) 9 × 7 = _____
30) 5 × 8 = _____
31) 5 × 7 = _____
32) 4 × 7 = _____

Division revision

39) 36 ÷ 4 = _____
40) 48 ÷ 6 = _____
41) 72 ÷ 9 = _____
42) 36 ÷ 6 = _____
43) 54 ÷ 6 = _____
44) 72 ÷ 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.

3.59 x 10 = ____

H	T	O	.	t	h	
		3	·	5	9	x10
	3	5	·	9		

3.59 x 100 = ____

H	T	O	.	t	h	
		0	·	9	1	x100
	9	1	·			

3.59 x 1,000 = ____

H	T	O	.	t	h	th	
		0	·	0	2	3	x1,000
	2	3	·				

x 10, x 100, x 1,000

1) 9.49 × 100 = _____
2) 2.66 × 10 = _____
3) 60.8 × 1,000 = _____
4) 77.6 × 100 = _____
5) 9.22 × 100 = _____
6) 521 × 10 = _____
7) 951 × 100 = _____
8) 6.17 × 1,000 = _____
9) 275 × 10 = _____
10) 37.8 × 1,000 = _____
11) 49.3 × 10 = _____
12) 0.338 × 100 = _____
13) 635 × 1,000 = _____
14) 7.254 × 1,000 = _____
15) 4.44 × 1,000 = _____
16) 36.6 × 10 = _____
17) 2.97 × 100 = _____
18) 395 × 1,000 = _____
19) 3.75 × 100 = _____
20) 746 × 100 = _____

Addition revision

21) 5 + 5 = _____
22) 9 + 5 = _____
23) 3 + 6 = _____
24) 6 + 5 = _____
25) 5 + 6 = _____
26) 4 + 5 = _____

Subtraction revision

33) 16 – 8 = _____
34) 14 – 6 = _____
35) 16 – 7 = _____
36) 18 – 9 = _____
37) 17 – 9 = _____
38) 9 – 2 = _____

Multiplication revision

27) 4 × 7 = _____
28) 4 × 5 = _____
29) 6 × 4 = _____
30) 7 × 8 = _____
31) 7 × 7 = _____
32) 10 × 5 = _____

Division revision

39) 28 ÷ 7 = _____
40) 40 ÷ 5 = _____
41) 30 ÷ 3 = _____
42) 36 ÷ 9 = _____
43) 81 ÷ 9 = _____
44) 54 ÷ 9 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 x5 | x 50,25 Revision

x 10, x 100, x 1,000

1) 422 × 10 = _____
2) 48.3 × 100 = _____
3) 561 × 10 = _____
4) 7.24 × 10 = _____
5) 46.3 × 10 = _____
6) 4.41 × 1,000 = _____
7) 59.2 × 1,000 = _____
8) 6 × 1,000 = _____
9) 91.0 × 10 = _____
10) 2.37 × 1,000 = _____
11) 669 × 10 = _____
12) 7.82 × 10 = _____
13) 0.573 × 10 = _____
14) 612 × 1,000 = _____
15) 564 × 100 = _____
16) 29.29 × 100 = _____
17) 261 × 10 = _____
18) 58.1 × 100 = _____
19) 887 × 1,000 = _____
20) 88.3 × 10 = _____
21) 9.04 × 10 = _____
22) 76.6 × 1,000 = _____
23) 0.803 × 100 = _____
24) 0.17 × 100 = _____

Addition revision

25) 10 + 7 = _____
26) 9 + 4 = _____
27) 6 + 9 = _____
28) 9 + 6 = _____
29) 7 + 5 = _____
30) 9 + 7 = _____
31) 8 + 8 = _____
32) 10 + 4 = _____
33) 5 + 5 = _____
34) 9 + 9 = _____

Subtraction revision

45) 16 – 8 = _____
46) 16 – 9 = _____
47) 17 – 8 = _____
48) 13 – 8 = _____
49) 13 – 7 = _____
50) 11 – 2 = _____
51) 14 – 5 = _____
52) 14 – 8 = _____
53) 9 – 2 = _____
54) 11 – 5 = _____

Multiplication revision

35) 7 × 4 = _____
36) 8 × 9 = _____
37) 9 × 9 = _____
38) 10 × 7 = _____
39) 5 × 8 = _____
40) 8 × 8 = _____
41) 4 × 6 = _____
42) 6 × 6 = _____
43) 9 × 8 = _____
44) 5 × 6 = _____

Division revision

55) 30 ÷ 6 = _____
56) 40 ÷ 8 = _____
57) 72 ÷ 8 = _____
58) 32 ÷ 4 = _____
59) 30 ÷ 5 = _____
60) 54 ÷ 6 = _____
61) 42 ÷ 7 = _____
62) 72 ÷ 9 = _____
63) 24 ÷ 3 = _____
64) 35 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Dividing by 10, 100 or 1,000: 2 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

3,400 ÷ 10 = ____

TTh	Th	,	H	T	O	
	3	,	4	0	0	÷10
			3	4	0	

23,100 ÷ 100 = ____

TTh	Th	,	H	T	O	
2	3	,	1	0	0	÷100
			2	3	1	

34,000 ÷ 1,000 = ____

TTh	Th	,	H	T	O	
3	4	,	0	0	0	÷1,000
				3	4	

Note to teachers: It is not recommended to talk of "removing zeroes", since this is not an accurate description of the process. It also complicates the porces when dealing with decimals. Rather, talk about moving the digits to new locations to make the number smaller by a power of ten.

÷ 10, ÷ 100, ÷ 1000

1) 8,900 ÷ 10 = _____
2) 3,700 ÷ 100 = _____
3) 4,740 ÷ 10 = _____
4) 46,000 ÷ 1,000 = _____
5) 6,200 ÷ 10 = _____
6) 2,500 ÷ 100 = _____
7) 7,000 ÷ 100 = _____
8) 6,100 ÷ 100 = _____
9) 80,000 ÷ 1,000 = _____
10) 780 ÷ 10 = _____
11) 8,790 ÷ 10 = _____
12) 64,000 ÷ 100 = _____
13) 59,800 ÷ 100 = _____
14) 31,000 ÷ 1,000 = _____
15) 68,130 ÷ 10 = _____
16) 4,000 ÷ 1,000 = _____
17) 10,000 ÷ 1,000 = _____
18) 35,600 ÷ 100 = _____
19) 69,030 ÷ 10 = _____
20) 84,000 ÷ 1,000 = _____

Multiplication revision

21) 9 × 6 = _____
22) 7 × 3 = _____
23) 4 × 5 = _____
24) 6 × 5 = _____
25) 4 × 4 = _____
26) 5 × 5 = _____
27) 10 × 3 = _____
28) 4 × 8 = _____
29) 4 × 2 = _____
30) 4 × 6 = _____

Division revision

31) 21 ÷ 3 = _____
32) 42 ÷ 6 = _____
33) 56 ÷ 7 = _____
34) 63 ÷ 9 = _____
35) 12 ÷ 2 = _____
36) 32 ÷ 8 = _____
37) 48 ÷ 8 = _____
38) 36 ÷ 4 = _____
39) 14 ÷ 2 = _____
40) 81 ÷ 9 = _____

Time: **Score:** **Dividing by 10, 100 or 1,000: 2 [B]**

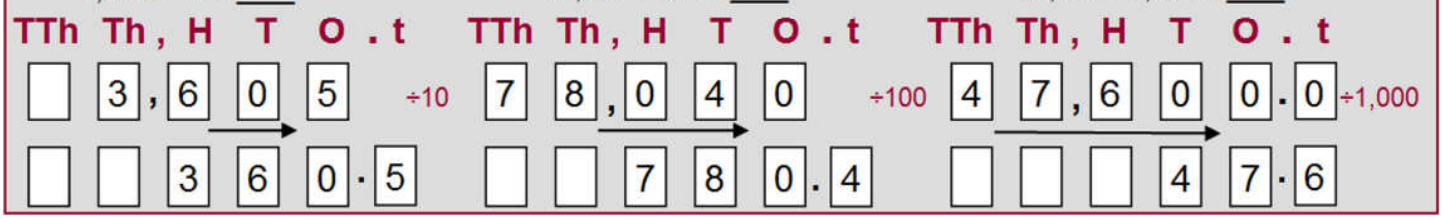
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

3,605 ÷ 10 = ____ 78,040 ÷ 100 = ____ 47,600 ÷ 1,000 = ____



÷ 10, ÷ 100, ÷ 1000

1) 42,944 ÷ 10 = _____
2) 2,590 ÷ 100 = _____
3) 74,240 ÷ 100 = _____
4) 18,200 ÷ 1,000 = _____
5) 65,900 ÷ 10 = _____
6) 70 ÷ 100 = _____
7) 7,010 ÷ 100 = _____
8) 3,770 ÷ 10 = _____
9) 92,200 ÷ 1,000 = _____
10) 13,212 ÷ 10 = _____
11) 6 ÷ 10 = _____
12) 22,490 ÷ 100 = _____
13) 67,300 ÷ 1,000 = _____
14) 1,760 ÷ 100 = _____
15) 6,000 ÷ 10 = _____
16) 90,000 ÷ 1,000 = _____
17) 22,001 ÷ 10 = _____
18) 5,710 ÷ 1,000 = _____
19) 67,000 ÷ 1,000 = _____
20) 4 ÷ 1,000 = _____

Addition revision

21) 4 + 5 = _____
22) 4 + 6 = _____
23) 10 + 9 = _____
24) 9 + 8 = _____
25) 7 + 8 = _____
26) 4 + 7 = _____

Subtraction revision

33) 13 – 4 = _____
34) 12 – 4 = _____
35) 17 – 9 = _____
36) 18 – 9 = _____
37) 13 – 7 = _____
38) 13 – 5 = _____

Multiplication revision

27) 7 × 8 = _____
28) 10 × 5 = _____
29) 3 × 6 = _____
30) 6 × 5 = _____
31) 7 × 5 = _____
32) 5 × 5 = _____

Division revision

39) 24 ÷ 8 = _____
40) 54 ÷ 9 = _____
41) 56 ÷ 8 = _____
42) 18 ÷ 9 = _____
43) 40 ÷ 5 = _____
44) 35 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Dividing by 10, 100 or 1,000: 2 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

460.2 ÷ 10 = ____

H	T	O	.	t	h	
4	6	0	.	2		÷10
	4	6	.	0	2	

570 ÷ 100 = ____

H	T	O	.	t	h	
5	7	0	.			÷100
		5	.	7		

841 ÷ 1,000 = ____

H	T	O	.	t	h	th	
8	4	1	.				÷1,000
		0	.	8	4	1	

÷ 10, ÷ 100, ÷ 1000

1) 572 ÷ 10 = _____
2) 504 ÷ 1,000 = _____
3) 283 ÷ 100 = _____
4) 90.5 ÷ 10 = _____
5) 992 ÷ 100 = _____
6) 7 ÷ 100 = _____
7) 172 ÷ 1,000 = _____
8) 790 ÷ 10 = _____
9) 900 ÷ 1,000 = _____
10) 740 ÷ 1,000 = _____
11) 7.01 ÷ 10 = _____
12) 604 ÷ 100 = _____
13) 488.9 ÷ 100 = _____
14) 805 ÷ 1,000 = _____
15) 940 ÷ 100 = _____
16) 456.6 ÷ 100 = _____
17) 7,917 ÷ 1,000 = _____
18) 56 ÷ 1,000 = _____
19) 490 ÷ 100 = _____
20) 8 ÷ 1,000 = _____

Addition revision

21) 8 + 9 = _____
22) 8 + 8 = _____
23) 5 + 4 = _____
24) 3 + 4 = _____
25) 9 + 7 = _____
26) 2 + 8 = _____

Subtraction revision

33) 15 – 9 = _____
34) 5 – 3 = _____
35) 12 – 5 = _____
36) 7 – 2 = _____
37) 14 – 7 = _____
38) 15 – 8 = _____

Multiplication revision

27) 2 × 3 = _____
28) 9 × 8 = _____
29) 9 × 2 = _____
30) 4 × 5 = _____
31) 9 × 7 = _____
32) 8 × 3 = _____

Division revision

39) 72 ÷ 9 = _____
40) 42 ÷ 6 = _____
41) 16 ÷ 4 = _____
42) 45 ÷ 5 = _____
43) 12 ÷ 2 = _____
44) 63 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Dividing by 10, 100 or 1,000: 2 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

÷ 10, ÷ 100, ÷ 1000

1) 3,783 ÷ 10 = _____
2) 5,463 ÷ 100 = _____
3) 500 ÷ 1,000 = _____
4) 685.3 ÷ 100 = _____
5) 8,079 ÷ 100 = _____
6) 80 ÷ 1,000 = _____
7) 1 ÷ 1,000 = _____
8) 8,060 ÷ 10 = _____
9) 8.88 ÷ 10 = _____
10) 4,006 ÷ 1,000 = _____
11) 2,687 ÷ 10 = _____
12) 3,652 ÷ 100 = _____
13) 40,067 ÷ 10 = _____
14) 41 ÷ 1,000 = _____
15) 2 ÷ 100 = _____
16) 30,783 ÷ 100 = _____
17) 8,307.6 ÷ 100 = _____
18) 60 ÷ 100 = _____
19) 50,005 ÷ 100 = _____
20) 90,600 ÷ 100 = _____
21) 76,800 ÷ 100 = _____
22) 30,000 ÷ 10 = _____
23) 307 ÷ 1,000 = _____
24) 69,000 ÷ 100 = _____

Addition revision

25) 7 + 8 = _____
26) 3 + 9 = _____
27) 8 + 7 = _____
28) 8 + 8 = _____
29) 4 + 7 = _____
30) 1 + 5 = _____
31) 10 + 9 = _____
32) 1 + 7 = _____
33) 3 + 8 = _____
34) 5 + 8 = _____

Subtraction revision

45) 17 – 9 = _____
46) 11 – 8 = _____
47) 5 – 2 = _____
48) 7 – 5 = _____
49) 12 – 5 = _____
50) 10 – 4 = _____
51) 15 – 7 = _____
52) 7 – 4 = _____
53) 12 – 8 = _____
54) 13 – 6 = _____

Multiplication revision

35) 10 × 3 = _____
36) 9 × 2 = _____
37) 9 × 5 = _____
38) 9 × 4 = _____
39) 2 × 2 = _____
40) 4 × 4 = _____
41) 8 × 2 = _____
42) 7 × 9 = _____
43) 6 × 3 = _____
44) 4 × 2 = _____

Division revision

55) 48 ÷ 6 = _____
56) 54 ÷ 6 = _____
57) 16 ÷ 8 = _____
58) 63 ÷ 7 = _____
59) 21 ÷ 7 = _____
60) 30 ÷ 3 = _____
61) 12 ÷ 6 = _____
62) 36 ÷ 9 = _____
63) 12 ÷ 3 = _____
64) 18 ÷ 9 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Doubling 2-digit Numbers: 3 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 42 × 2 = _____
2) 34 × 2 = _____
3) 41 × 2 = _____
4) 24 × 2 = _____
5) 31 × 2 = _____
6) 32 × 2 = _____
7) 14 × 2 = _____
8) 20 × 2 = _____
9) 43 × 2 = _____
10) 22 × 2 = _____
11) 24 × 2 = _____
12) 23 × 2 = _____
13) 13 × 2 = _____
14) 21 × 2 = _____
15) 34 × 2 = _____
16) 32 × 2 = _____
17) 24 × 2 = _____
18) 12 × 2 = _____
19) 40 × 2 = _____
20) 30 × 2 = _____

Doubling 2-digit numbers with regrouping

Start by doubling the tens. For example, Double 46: double 4 = 8. Try to remember this number. If you need to, you can write the 8 very lightly until you have doubled the ones."
Now double the ones: double 6 = 12. Add the ten to the 8 tens, write "9" (if you wrote "8" softly, write over it with "9"). Then record the remaining ones, "2". Double 46 = 92.

Doubling with regrouping

21) 17 × 2 = _____
22) 39 × 2 = _____
23) 26 × 2 = _____
24) 21 × 2 = _____
25) 27 × 2 = _____
26) 24 × 2 = _____
27) 38 × 2 = _____
28) 12 × 2 = _____
29) 14 × 2 = _____
30) 28 × 2 = _____
31) 16 × 2 = _____
32) 10 × 2 = _____
33) 20 × 2 = _____
34) 42 × 2 = _____
35) 46 × 2 = _____
36) 21 × 2 = _____
37) 17 × 2 = _____
38) 13 × 2 = _____
39) 34 × 2 = _____
40) 43 × 2 = _____

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = _____
42) 39.5 × 10 = _____
43) 102 × 10 = _____
44) 949 × 100 = _____
45) 497 × 100 = _____
46) 64.0 × 10 = _____
47) 126 × 1,000 = _____
48) 46.1 × 100 = _____
49) 878 × 1,000 = _____
50) 7.2 × 10 = _____

Time: **Score:** **Doubling 2-digit Numbers: 3 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 24 × 2 = _____	6) 44 × 2 = _____	11) 13 × 2 = _____	16) 83 × 2 = _____
2) 54 × 2 = _____	7) 72 × 2 = _____	12) 54 × 2 = _____	17) 30 × 2 = _____
3) 73 × 2 = _____	8) 42 × 2 = _____	13) 20 × 2 = _____	18) 32 × 2 = _____
4) 71 × 2 = _____	9) 91 × 2 = _____	14) 50 × 2 = _____	19) 93 × 2 = _____
5) 12 × 2 = _____	10) 63 × 2 = _____	15) 81 × 2 = _____	20) 64 × 2 = _____

Doubling 2-digit numbers with regrouping

Start with the hundreds, then double the tens and the ones. If regrouping is required, try to remember that the extra one is needed without writing it down. If needed, each digit can be written lightly, so that if regrouping is needed, the digit can be overwritten with the new value, as on worksheet 3[A]. Some of these questions will require extra time to reach the answer.

Doubling with regrouping

21) 46 × 2 = _____	26) 72 × 2 = _____	31) 62 × 2 = _____	36) 25 × 2 = _____
22) 87 × 2 = _____	27) 67 × 2 = _____	32) 98 × 2 = _____	37) 47 × 2 = _____
23) 68 × 2 = _____	28) 46 × 2 = _____	33) 54 × 2 = _____	38) 75 × 2 = _____
24) 38 × 2 = _____	29) 19 × 2 = _____	34) 49 × 2 = _____	39) 38 × 2 = _____
25) 75 × 2 = _____	30) 87 × 2 = _____	35) 26 × 2 = _____	40) 97 × 2 = _____

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = _____	46) 64.0 × 10 = _____
42) 39.5 × 10 = _____	47) 126 × 1,000 = _____
43) 102 × 10 = _____	48) 46.1 × 100 = _____
44) 949 × 100 = _____	49) 878 × 1,000 = _____
45) 497 × 100 = _____	50) 7.2 × 10 = _____

Time: **Score:** **Doubling 3-digit Numbers: 3 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Doubling 3-digit numbers

Double each place in turn, starting with hundreds, then tens and ones.
For example, Double 431: double 4 (hundreds) + double 3 (tens) + double 1 (one) = 8 hundreds + 6 tens + 2 ones = 862.

Doubling without regrouping

1) 242 × 2 = _____
2) 434 × 2 = _____
3) 411 × 2 = _____
4) 234 × 2 = _____
5) 341 × 2 = _____
6) 122 × 2 = _____
7) 414 × 2 = _____
8) 220 × 2 = _____
9) 403 × 2 = _____
10) 212 × 2 = _____
11) 422 × 2 = _____
12) 203 × 2 = _____
13) 343 × 2 = _____
14) 241 × 2 = _____
15) 304 × 2 = _____
16) 312 × 2 = _____
17) 124 × 2 = _____
18) 243 × 2 = _____
19) 240 × 2 = _____
20) 330 × 2 = _____

Doubling 3-digit numbers with regrouping

Start with the hundreds, then double the tens and the ones. If regrouping is required, try to remember that the extra one is needed without writing it down. If needed, each digit can be written lightly, so that if regrouping is needed, the digit can be overwritten with the new value, as on worksheet 3[A]. Some of these questions will require extra time to reach the answer.

Doubling with regrouping

21) 146 × 2 = _____
22) 437 × 2 = _____
23) 248 × 2 = _____
24) 138 × 2 = _____
25) 225 × 2 = _____
26) 322 × 2 = _____
27) 435 × 2 = _____
28) 616 × 2 = _____
29) 219 × 2 = _____
30) 427 × 2 = _____
31) 522 × 2 = _____
32) 418 × 2 = _____
33) 634 × 2 = _____
34) 349 × 2 = _____
35) 723 × 2 = _____
36) 831 × 2 = _____
37) 247 × 2 = _____
38) 835 × 2 = _____
39) 630 × 2 = _____
40) 207 × 2 = _____

Multiplication

41) 5 × 5 = _____
42) 8 × 9 = _____
43) 10 × 7 = _____
44) 9 × 4 = _____
45) 6 × 9 = _____
46) 8 × 6 = _____
47) 9 × 9 = _____
48) 8 × 5 = _____
49) 6 × 6 = _____
50) 10 × 6 = _____

Division

51) 32 ÷ 4 = _____
52) 16 ÷ 4 = _____
53) 64 ÷ 8 = _____
54) 70 ÷ 7 = _____
55) 48 ÷ 8 = _____
56) 40 ÷ 4 = _____
57) 90 ÷ 9 = _____
58) 24 ÷ 6 = _____
59) 36 ÷ 9 = _____
60) 28 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Doubling 3-digit Numbers: 3 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Doubling 3-digit numbers with regrouping

Start with the hundreds, then the tens and the ones.
Write digits lightly as you double them if you cannot remember them all.

Double these numbers

1) 288 × 2 = _____
2) 852 × 2 = _____
3) 925 × 2 = _____
4) 714 × 2 = _____
5) 837 × 2 = _____
6) 105 × 2 = _____
7) 196 × 2 = _____
8) 515 × 2 = _____
9) 382 × 2 = _____
10) 643 × 2 = _____
11) 484 × 2 = _____
12) 909 × 2 = _____
13) 734 × 2 = _____
14) 850 × 2 = _____
15) 825 × 2 = _____

x10, x100 or x1000, including decimals

16) 36.0 × 1,000 = _____
17) 34 × 100 = _____
18) 9.31 × 1,000 = _____
19) 578 × 1,000 = _____
20) 4.65 × 10 = _____
21) 55.9 × 1,000 = _____
22) 0.299 × 1,000 = _____
23) 9.95 × 100 = _____
24) 3.76 × 100 = _____
25) 290 × 100 = _____

Divide these numbers

26) 2,391 ÷ 10 = _____
27) 7,796 ÷ 100 = _____
28) 146.1 ÷ 100 = _____
29) 1,171 ÷ 1,000 = _____
30) 1,548 ÷ 10 = _____
31) 19,420 ÷ 1,000 = _____
32) 158.94 ÷ 10 = _____
33) 86,494 ÷ 100 = _____
34) 57,471 ÷ 10 = _____
35) 2,202.4 ÷ 100 = _____

Addition revision

36) 6 + 8 = _____
37) 10 + 8 = _____
38) 10 + 9 = _____
39) 3 + 7 = _____
40) 9 + 4 = _____
41) 3 + 6 = _____
42) 5 + 7 = _____
43) 8 + 4 = _____

Subtraction revision

44) 16 – 7 = _____
45) 12 – 3 = _____
46) 9 – 2 = _____
47) 14 – 9 = _____
48) 10 – 4 = _____
49) 17 – 9 = _____
50) 17 – 8 = _____
51) 15 – 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Halving 2-digit Numbers: 4 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halving 2-digit numbers

Being able to halve a number is often useful, for example when simplifying common fractions, Sharing money etc.

Halving 2-digit numbers without regrouping

Halve the tens, then halve the ones.
For example, halve 48: Half 4 (tens) + half 8 (ones) = 2 tens + 4 ones = 24.

Halve these numbers

1) 23 ÷ 2 = _____ 2) 46 ÷ 2 = _____ 11) 82 ÷ 2 = _____ 12) 66 ÷ 2 = _____

3) 22 ÷ 2 = _____ 4) 60 ÷ 2 = _____ 13) 26 ÷ 2 = _____ 14) 84 ÷ 2 = _____

5) 12 ÷ 2 = _____ 6) 22 ÷ 2 = _____ 15) 42 ÷ 2 = _____ 16) 22 ÷ 2 = _____

7) 44 ÷ 2 = _____ 8) 68 ÷ 2 = _____ 17) 88 ÷ 2 = _____ 18) 80 ÷ 2 = _____

9) 24 ÷ 2 = _____ 10) 30 ÷ 2 = _____ 19) 20 ÷ 2 = _____ 20) 24 ÷ 2 = _____

Halving 2-digit numbers with regrouping

Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

21) 76 ÷ 2 = _____ 22) 72 ÷ 2 = _____ 31) 76 ÷ 2 = _____ 32) 96 ÷ 2 = _____

23) 54 ÷ 2 = _____ 24) 32 ÷ 2 = _____ 33) 36 ÷ 2 = _____ 34) 52 ÷ 2 = _____

25) 38 ÷ 2 = _____ 26) 46 ÷ 2 = _____ 35) 58 ÷ 2 = _____ 36) 54 ÷ 2 = _____

27) 36 ÷ 2 = _____ 28) 52 ÷ 2 = _____ 37) 34 ÷ 2 = _____ 38) 62 ÷ 2 = _____

29) 84 ÷ 2 = _____ 30) 62 ÷ 2 = _____ 39) 72 ÷ 2 = _____ 40) 56 ÷ 2 = _____

Double these numbers

41) 281 × 2 = _____ 45) 218 × 2 = _____ 49) 749 × 2 = _____

42) 721 × 2 = _____ 46) 380 × 2 = _____ 50) 752 × 2 = _____

43) 737 × 2 = _____ 47) 444 × 2 = _____ 51) 476 × 2 = _____

44) 714 × 2 = _____ 48) 299 × 2 = _____ 52) 534 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Halving 2-digit Numbers: 4 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halving 2-digit numbers with regrouping

Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

1) 30 ÷ 2 = _____
2) 84 ÷ 2 = _____
11) 64 ÷ 2 = _____
12) 38 ÷ 2 = _____
3) 74 ÷ 2 = _____
4) 26 ÷ 2 = _____
13) 26 ÷ 2 = _____
14) 78 ÷ 2 = _____
5) 98 ÷ 2 = _____
6) 34 ÷ 2 = _____
15) 72 ÷ 2 = _____
16) 70 ÷ 2 = _____
7) 52 ÷ 2 = _____
8) 96 ÷ 2 = _____
17) 54 ÷ 2 = _____
18) 82 ÷ 2 = _____
9) 50 ÷ 2 = _____
10) 72 ÷ 2 = _____
19) 72 ÷ 2 = _____
20) 40 ÷ 2 = _____

x10, x100 or x1000, including decimals

21) 281 × 10 = _____
26) 2.90 × 10 = _____
22) 7.62 × 1,000 = _____
27) 1.08 × 1,000 = _____
23) 41.8 × 10 = _____
28) 2.14 × 10 = _____
24) 71.3 × 10 = _____
29) 0.704 × 100 = _____
25) 899 × 1,000 = _____
30) 0.25 × 100 = _____

Double these numbers

31) 128 × 2 = _____
35) 113 × 2 = _____
39) 271 × 2 = _____
32) 826 × 2 = _____
36) 288 × 2 = _____
40) 933 × 2 = _____
33) 361 × 2 = _____
37) 131 × 2 = _____
41) 620 × 2 = _____
34) 952 × 2 = _____
38) 425 × 2 = _____
42) 430 × 2 = _____

Addition revision

43) 7 + 4 = _____
48) 9 + 7 = _____
44) 10 + 4 = _____
49) 10 + 7 = _____
45) 4 + 6 = _____
50) 6 + 8 = _____
46) 4 + 4 = _____
51) 8 + 4 = _____
47) 3 + 6 = _____
52) 9 + 8 = _____

Subtraction revision

53) 17 – 9 = _____
58) 10 – 5 = _____
54) 16 – 8 = _____
59) 12 – 4 = _____
55) 17 – 8 = _____
60) 8 – 2 = _____
56) 14 – 5 = _____
61) 9 – 2 = _____
57) 7 – 2 = _____
62) 11 – 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Halving 3-digit Numbers: 4 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halving 3-digit numbers

Being able to halve a number is often useful, for example when simplifying common fractions, sharing money etc.

Halving 3-digit numbers without regrouping

Halve the hundreds, halve the tens, then halve the ones.
For example, halve 248: Half 2 (hundreds) + half 4 (tens) + half 8 (ones) = 1 hundred + 2 tens + 4 ones = 124.

Halving 3-digit numbers without regrouping

1) 628 ÷ 2 = _____ 2) 426 ÷ 2 = _____ 11) 604 ÷ 2 = _____ 12) 646 ÷ 2 = _____

3) 284 ÷ 2 = _____ 4) 624 ÷ 2 = _____ 13) 482 ÷ 2 = _____ 14) 288 ÷ 2 = _____

5) 404 ÷ 2 = _____ 6) 262 ÷ 2 = _____ 15) 842 ÷ 2 = _____ 16) 442 ÷ 2 = _____

7) 822 ÷ 2 = _____ 8) 840 ÷ 2 = _____ 17) 244 ÷ 2 = _____ 18) 602 ÷ 2 = _____

9) 448 ÷ 2 = _____ 10) 240 ÷ 2 = _____ 19) 828 ÷ 2 = _____ 20) 420 ÷ 2 = _____

Halving 3-digit numbers with regrouping

When a number has a "1" digit, group it with the next digit for halving. For example, halve 184: this number has 18 tens, which can be halved, and 4 ones. Half 184 = 92.

Halving 3-digit numbers with regrouping

21) 128 ÷ 2 = _____ 22) 128 ÷ 2 = _____ 31) 812 ÷ 2 = _____ 32) 820 ÷ 2 = _____

23) 610 ÷ 2 = _____ 24) 870 ÷ 2 = _____ 33) 614 ÷ 2 = _____ 34) 104 ÷ 2 = _____

25) 188 ÷ 2 = _____ 26) 108 ÷ 2 = _____ 35) 408 ÷ 2 = _____ 36) 130 ÷ 2 = _____

27) 414 ÷ 2 = _____ 28) 162 ÷ 2 = _____ 37) 650 ÷ 2 = _____ 38) 814 ÷ 2 = _____

29) 816 ÷ 2 = _____ 30) 124 ÷ 2 = _____ 39) 410 ÷ 2 = _____ 40) 128 ÷ 2 = _____

Doubling 3-digit numbers with regrouping

41) 361 × 2 = _____ 45) 113 × 2 = _____ 49) 128 × 2 = _____

42) 271 × 2 = _____ 46) 942 × 2 = _____ 50) 131 × 2 = _____

43) 933 × 2 = _____ 47) 826 × 2 = _____ 51) 425 × 2 = _____

44) 620 × 2 = _____ 48) 282 × 2 = _____ 52) 430 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Halving 3-digit Numbers: 4 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halve these numbers

1) 326 ÷ 2 = _____
2) 490 ÷ 2 = _____
11) 740 ÷ 2 = _____
12) 148 ÷ 2 = _____
3) 706 ÷ 2 = _____
4) 308 ÷ 2 = _____
13) 314 ÷ 2 = _____
14) 704 ÷ 2 = _____
5) 816 ÷ 2 = _____
6) 154 ÷ 2 = _____
15) 274 ÷ 2 = _____
16) 726 ÷ 2 = _____
7) 888 ÷ 2 = _____
8) 606 ÷ 2 = _____
17) 948 ÷ 2 = _____
18) 170 ÷ 2 = _____
9) 130 ÷ 2 = _____
10) 524 ÷ 2 = _____
19) 820 ÷ 2 = _____
20) 944 ÷ 2 = _____

÷ 10, ÷ 100, ÷ 1000

21) 3,474 ÷ 1,000 = _____
26) 691 ÷ 1,000 = _____
22) 4,601 ÷ 10 = _____
27) 938 ÷ 10 = _____
23) 861 ÷ 100 = _____
28) 78,000 ÷ 100 = _____
24) 2,766 ÷ 100 = _____
29) 60,270 ÷ 1,000 = _____
25) 2,696 ÷ 10 = _____
30) 12,904 ÷ 10 = _____

Double these numbers

31) 115 × 2 = _____
35) 882 × 2 = _____
39) 117 × 2 = _____
32) 304 × 2 = _____
36) 775 × 2 = _____
40) 419 × 2 = _____
33) 526 × 2 = _____
37) 469 × 2 = _____
41) 710 × 2 = _____
34) 922 × 2 = _____
38) 133 × 2 = _____
42) 535 × 2 = _____

Addition revision

43) 3 + 9 = _____
48) 8 + 6 = _____
44) 3 + 5 = _____
49) 10 + 6 = _____
45) 5 + 8 = _____
50) 9 + 8 = _____
46) 9 + 9 = _____
51) 4 + 6 = _____
47) 10 + 7 = _____
52) 8 + 8 = _____

Subtraction revision

53) 13 – 5 = _____
58) 12 – 5 = _____
54) 16 – 8 = _____
59) 17 – 8 = _____
55) 13 – 7 = _____
60) 11 – 6 = _____
56) 13 – 8 = _____
61) 17 – 9 = _____
57) 15 – 8 = _____
62) 9 – 1 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding "Nice" Numbers: 5 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers | – Nr 100 + Nr 100 | x 50,25 x5 | Revision

Adding pairs of "nice" numbers:

When mentally adding a set of numbers, proficient thinkers will look for numbers which add easily together. These pairs will usually be two numbers whose sum is 10 or 100.

Cross off the numbers as they are added so as not to get confused.

For example: ~~7~~ + 6 + ~~8~~ + ~~2~~ + ~~3~~ = 20 + 6 = 26 (10, 10)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 7 + 3 + 8 + 2 + 8 = _____
2) 2 + 8 + 7 + 3 + 7 = _____
3) 5 + 1 + 5 + 1 + 9 = _____
4) 6 + 2 + 9 + 8 + 4 = _____
5) 1 + 8 + 9 + 2 + 9 = _____
6) 60 + 50 + 40 + 50 + 30 = _____
7) 5 + 1 + 8 + 5 + 2 = _____
8) 90 + 10 + 80 + 40 + 20 = _____
9) 3 + 7 + 5 + 1 + 9 = _____
10) 50 + 70 + 50 + 30 + 20 = _____

Halve these numbers

11) 338 ÷ 2 = _____
12) 358 ÷ 2 = _____
13) 930 ÷ 2 = _____
14) 136 ÷ 2 = _____
15) 596 ÷ 2 = _____
16) 202 ÷ 2 = _____
17) 196 ÷ 2 = _____
18) 818 ÷ 2 = _____
19) 668 ÷ 2 = _____
20) 644 ÷ 2 = _____
21) 770 ÷ 2 = _____
22) 122 ÷ 2 = _____
23) 502 ÷ 2 = _____
24) 82 ÷ 2 = _____
25) 902 ÷ 2 = _____

Double these numbers

26) 148 × 2 = _____
31) 205 × 2 = _____
36) 840 × 2 = _____
27) 898 × 2 = _____
32) 997 × 2 = _____
37) 856 × 2 = _____
28) 663 × 2 = _____
33) 355 × 2 = _____
38) 312 × 2 = _____
29) 727 × 2 = _____
34) 401 × 2 = _____
39) 382 × 2 = _____
30) 576 × 2 = _____
35) 600 × 2 = _____
40) 541 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding "Nice" Numbers: 5 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding sets of "nice" numbers:

Sometimes when adding a set of numbers, there may be 3 or more numbers which add easily together. These will usually be sets of numbers whose sum is 10 or 100 .

Cross off the numbers as they are added so as not to get confused.

For example: ~~5~~ + ~~4~~ + 2 + ~~1~~ (10) + 3 = 10 + 5 = 15

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 1 + 8 + 1 + 4 + 2 = _____
2) 30 + 20 + 20 + 30 + 40 = _____
3) 5 + 3 + 5 + 3 + 4 = _____
4) 70 + 70 + 30 + 40 + 30 = _____
5) 6 + 7 + 1 + 2 + 1 = _____
6) 30 + 40 + 60 + 40 + 30 = _____
7) 2 + 1 + 2 + 6 + 9 = _____
8) 20 + 60 + 20 + 40 + 30 = _____
9) 4 + 2 + 6 + 3 + 8 = _____
10) 10 + 40 + 10 + 40 + 50 = _____

Multiply these numbers including decimals

11) 15.1 × 10 = _____
16) 72.2 × 1,000 = _____
12) 18.9 × 1,000 = _____
17) 0.251 × 10 = _____
13) 86.1 × 10 = _____
18) 0.043 × 10 = _____
14) 5.61 × 1,000 = _____
19) 6.04 × 1,000 = _____
15) 6.36 × 100 = _____
20) 1.40 × 1,000 = _____

Divide these numbers

21) 314.4 ÷ 10 = _____
26) 95.06 ÷ 10 = _____
22) 9,134 ÷ 1,000 = _____
27) 9.67 ÷ 10 = _____
23) 29.20 ÷ 10 = _____
28) 38 ÷ 100 = _____
24) 9,545 ÷ 1,000 = _____
29) 249 ÷ 10 = _____
25) 5,593 ÷ 10 = _____
30) 2,305 ÷ 1,000 = _____

Time: **Score:** **Adding "Nice" Numbers: 5 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding sets of "nice" numbers:

Sometimes when adding a set of numbers, several numbers may add to 20.

Cross off the numbers as they are added so as not to get confused.

For example:

~~5~~ + ~~7~~ + 2 + ~~8~~ + 3 = 20 + 5 = 25 (12, 20)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 5 + 8 + 7 + 2 + 2 = _____
2) 5 + 2 + 4 + 9 + 7 = _____
3) 9 + 8 + 3 + 3 + 5 = _____
4) 2 + 4 + 7 + 9 + 8 = _____
5) 8 + 1 + 7 + 9 + 3 = _____
6) 4 + 4 + 7 + 5 + 6 = _____
7) 2 + 2 + 9 + 4 + 2 = _____
8) 6 + 5 + 2 + 1 + 9 = _____
9) 3 + 5 + 8 + 4 + 1 = _____
10) 6 + 1 + 2 + 8 + 6 = _____

Double these numbers

11) 336 × 2 = _____
12) 492 × 2 = _____
13) 448 × 2 = _____
14) 828 × 2 = _____
15) 989 × 2 = _____
16) 255 × 2 = _____
17) 113 × 2 = _____
18) 810 × 2 = _____
19) 973 × 2 = _____
20) 274 × 2 = _____
21) 769 × 2 = _____
22) 233 × 2 = _____
23) 812 × 2 = _____
24) 820 × 2 = _____
25) 792 × 2 = _____

Halve these numbers

26) 346 ÷ 2 = _____
28) 224 ÷ 2 = _____
30) 168 ÷ 2 = _____
32) 76 ÷ 2 = _____
34) 378 ÷ 2 = _____
27) 130 ÷ 2 = _____
29) 66 ÷ 2 = _____
31) 160 ÷ 2 = _____
33) 48 ÷ 2 = _____
35) 194 ÷ 2 = _____
36) 164 ÷ 2 = _____
38) 138 ÷ 2 = _____
40) 204 ÷ 2 = _____
42) 114 ÷ 2 = _____
44) 96 ÷ 2 = _____
37) 378 ÷ 2 = _____
39) 238 ÷ 2 = _____
41) 278 ÷ 2 = _____
43) 30 ÷ 2 = _____
45) 254 ÷ 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Multiple "Nice" Numbers: 5 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding multiple "nice" numbers:

If there are several of the same number, multiply them, then add the rest.

Cross off the numbers as they are multiplied or added so as not to get confused.

For example:

$\cancel{7} + \cancel{7} + 2 + \cancel{7} + \overset{4x7=28}{\cancel{7}} + 4 = 28 + 6 = 34$

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 3 + 3 + 3 + 3 + 7 + 2 = _____
2) 1 + 5 + 5 + 2 + 5 + 8 = _____
3) 4 + 4 + 1 + 4 + 4 + 8 = _____
4) 2 + 6 + 6 + 6 + 6 + 4 = _____
5) 2 + 2 + 3 + 2 + 2 + 2 = _____
6) 7 + 7 + 1 + 6 + 7 + 7 = _____
7) 4 + 9 + 4 + 4 + 4 + 4 = _____
8) 1 + 4 + 7 + 7 + 7 + 6 = _____
9) 9 + 9 + 9 + 9 + 8 + 1 = _____
10) 6 + 4 + 4 + 1 + 4 + 4 = _____

Multiply these numbers including decimals

11) 5.97 × 1,000 = _____
12) 65.4 × 100 = _____
13) 8.41 × 100 = _____
14) 28.0 × 10 = _____
15) 70.4 × 10 = _____
16) 4.1 × 100 = _____
17) 86.7 × 1,000 = _____
18) 2.24 × 1,000 = _____
19) 4.91 × 1,000 = _____
20) 65.3 × 10 = _____

Halve these numbers

21) 338 ÷ 2 = _____
22) 358 ÷ 2 = _____
23) 930 ÷ 2 = _____
24) 136 ÷ 2 = _____
25) 596 ÷ 2 = _____
26) 202 ÷ 2 = _____
27) 196 ÷ 2 = _____
28) 818 ÷ 2 = _____
29) 668 ÷ 2 = _____
30) 644 ÷ 2 = _____
31) 770 ÷ 2 = _____
32) 122 ÷ 2 = _____
33) 502 ÷ 2 = _____
34) 82 ÷ 2 = _____
35) 902 ÷ 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Adding near 100:

When adding near 100 numbers, a "compensation" method can often be used.

For example: 97 + 26 = (100 + 26) – 3 = (126 – 3) = 123

As 97 is 3 less than 100, add 100 then take 3 off the answer.

Addition near 100

1) 98 + 17 = _____	6) 96 + 39 = _____	11) 95 + 35 = _____
2) 97 + 39 = _____	7) 97 + 26 = _____	12) 96 + 42 = _____
3) 94 + 39 = _____	8) 93 + 25 = _____	13) 99 + 40 = _____
4) 97 + 11 = _____	9) 95 + 12 = _____	14) 98 + 26 = _____
5) 99 + 31 = _____	10) 95 + 32 = _____	15) 97 + 21 = _____

Halve these numbers

16) 176 ÷ 2 = _____	17) 440 ÷ 2 = _____	18) 100 ÷ 2 = _____
19) 704 ÷ 2 = _____	20) 790 ÷ 2 = _____	21) 910 ÷ 2 = _____
22) 494 ÷ 2 = _____	23) 556 ÷ 2 = _____	24) 624 ÷ 2 = _____
25) 986 ÷ 2 = _____	26) 452 ÷ 2 = _____	27) 804 ÷ 2 = _____
28) 870 ÷ 2 = _____	29) 318 ÷ 2 = _____	30) 22 ÷ 2 = _____

Double these numbers

31) 108 × 2 = _____	36) 862 × 2 = _____	41) 956 × 2 = _____
32) 523 × 2 = _____	37) 174 × 2 = _____	42) 876 × 2 = _____
33) 570 × 2 = _____	38) 208 × 2 = _____	43) 638 × 2 = _____
34) 871 × 2 = _____	39) 129 × 2 = _____	44) 661 × 2 = _____
35) 161 × 2 = _____	40) 599 × 2 = _____	45) 186 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 x5 | x 50,25 Revision

Adding near 100 or another hundred

197 rounds to 200. Use the same strategy but with a different hundred this time.

Addition near 100

1) 18 + 291 = _____
2) 22 + 494 = _____
3) 291 + 24 = _____
4) 43 + 194 = _____
5) 32 + 192 = _____
6) 19 + 394 = _____
7) 31 + 292 = _____
8) 42 + 497 = _____
9) 25 + 296 = _____
10) 598 + 34 = _____
11) 194 + 48 = _____
12) 25 + 395 = _____
13) 13 + 595 = _____
14) 16 + 398 = _____
15) 26 + 297 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

16) 6 + 8 + 2 + 3 + 8 = _____
17) 2 + 6 + 5 + 5 + 2 = _____
18) 8 + 5 + 6 + 7 + 1 = _____
19) 2 + 7 + 9 + 9 + 3 = _____
20) 1 + 9 + 8 + 6 + 5 = _____
21) 3 + 7 + 5 + 4 + 9 = _____
22) 3 + 8 + 8 + 6 + 8 = _____
23) 4 + 8 + 2 + 6 + 8 = _____
24) 7 + 7 + 6 + 4 + 7 = _____
25) 8 + 2 + 6 + 5 + 2 = _____

Halve these numbers

26) 252 ÷ 2 = _____
27) 730 ÷ 2 = _____
28) 800 ÷ 2 = _____
29) 796 ÷ 2 = _____
30) 974 ÷ 2 = _____
31) 746 ÷ 2 = _____
32) 984 ÷ 2 = _____
33) 784 ÷ 2 = _____
34) 722 ÷ 2 = _____
35) 688 ÷ 2 = _____
36) 902 ÷ 2 = _____
37) 636 ÷ 2 = _____
38) 766 ÷ 2 = _____
39) 778 ÷ 2 = _____
40) 574 ÷ 2 = _____

Double these numbers

41) 947 × 2 = _____
42) 170 × 2 = _____
43) 859 × 2 = _____
44) 664 × 2 = _____
45) 738 × 2 = _____
46) 332 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 x5 | x 50,25 Revision

Adding just over 100:

When adding numbers just over 100, add the "extra" first, then the hundred.

For example: 106 + 27 = (6 + 27) + 100 = 33 + 100 = 133

Addition near 100

1) 101 + 34 = _____
2) 108 + 25 = _____
3) 103 + 22 = _____
4) 107 + 23 = _____
5) 104 + 14 = _____
6) 106 + 22 = _____
7) 102 + 40 = _____
8) 107 + 25 = _____
9) 108 + 40 = _____
10) 104 + 41 = _____
11) 205 + 17 = _____
12) 404 + 37 = _____
13) 303 + 23 = _____
14) 203 + 38 = _____
15) 301 + 33 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

16) 2 + 3 + 8 + 5 + 4 = _____
17) 4 + 6 + 8 + 7 + 3 = _____
18) 8 + 7 + 6 + 3 + 4 = _____
19) 2 + 2 + 4 + 4 + 3 = _____
20) 9 + 5 + 6 + 1 + 7 = _____
21) 8 + 7 + 6 + 2 + 2 = _____
22) 2 + 5 + 5 + 1 + 7 = _____
23) 6 + 6 + 7 + 6 + 8 = _____
24) 3 + 2 + 8 + 3 + 2 = _____
25) 5 + 2 + 8 + 5 + 8 = _____

Addition revision

26) 4 + 5 = _____
27) 4 + 6 = _____
28) 10 + 9 = _____
29) 9 + 8 = _____
30) 7 + 8 = _____
31) 4 + 7 = _____

Subtraction revision

38) 13 – 4 = _____
39) 12 – 4 = _____
40) 17 – 9 = _____
41) 18 – 9 = _____
42) 13 – 7 = _____
43) 13 – 5 = _____

Multiplication

32) 7 × 8 = _____
33) 10 × 5 = _____
34) 3 × 6 = _____
35) 6 × 5 = _____
36) 7 × 5 = _____
37) 5 × 5 = _____

Division

44) 24 ÷ 8 = _____
45) 54 ÷ 9 = _____
46) 56 ÷ 8 = _____
47) 18 ÷ 9 = _____
48) 40 ÷ 5 = _____
49) 35 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 96 + 36 = _____
2) 98 + 14 = _____
3) 204 + 29 = _____
4) 199 + 30 = _____
5) 91 + 16 = _____
6) 307 + 37 = _____
7) 108 + 19 = _____
8) 294 + 28 = _____
9) 91 + 24 = _____
10) 104 + 19 = _____
11) 98 + 43 = _____
12) 207 + 10 = _____
13) 108 + 44 = _____
14) 101 + 15 = _____
15) 190 + 12 = _____

Double these numbers

16) 148 × 2 = _____
17) 898 × 2 = _____
18) 663 × 2 = _____
19) 727 × 2 = _____
20) 576 × 2 = _____
21) 205 × 2 = _____
22) 997 × 2 = _____
23) 355 × 2 = _____
24) 401 × 2 = _____
25) 600 × 2 = _____
26) 840 × 2 = _____
27) 856 × 2 = _____
28) 312 × 2 = _____
29) 382 × 2 = _____
30) 541 × 2 = _____

Halve these numbers

31) 338 ÷ 2 = _____
34) 136 ÷ 2 = _____
37) 196 ÷ 2 = _____
40) 644 ÷ 2 = _____
43) 502 ÷ 2 = _____
32) 358 ÷ 2 = _____
35) 596 ÷ 2 = _____
38) 818 ÷ 2 = _____
41) 770 ÷ 2 = _____
44) 82 ÷ 2 = _____
33) 930 ÷ 2 = _____
36) 202 ÷ 2 = _____
39) 668 ÷ 2 = _____
42) 122 ÷ 2 = _____
45) 902 ÷ 2 = _____

Addition revision

46) 4 + 5 = _____
47) 4 + 6 = _____
48) 10 + 9 = _____
49) 9 + 8 = _____
50) 7 + 8 = _____
51) 4 + 7 = _____

Subtraction revision

56) 13 – 4 = _____
57) 12 – 4 = _____
58) 17 – 9 = _____
59) 18 – 9 = _____
60) 13 – 7 = _____
61) 13 – 5 = _____

Multiplication

52) 10 × 9 = _____
53) 9 × 6 = _____
54) 10 × 6 = _____
55) 8 × 8 = _____

Division

62) 30 ÷ 6 = _____
63) 72 ÷ 9 = _____
64) 48 ÷ 8 = _____
65) 64 ÷ 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Subtracting Near 100: 7 [A]**

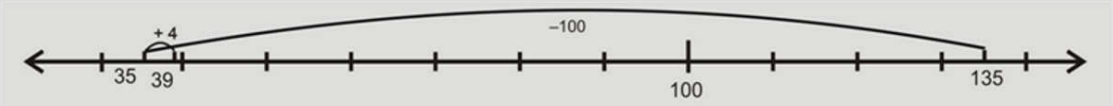
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg		+ Nr 100	x5	Revision

Subtracting near 100:

When subtracting a number just less than 100, we can first take away 100, then compensate by adding the difference.

For example: 135 - 96 = (135 - 100) + 4 = 35 + 4 = 39



Subtraction near 100

1) 125 – 91 = _____
2) 120 – 98 = _____
3) 137 – 97 = _____
4) 115 – 97 = _____
5) 138 – 99 = _____
6) 135 – 96 = _____
7) 135 – 97 = _____
8) 118 – 98 = _____
9) 127 – 95 = _____
10) 143 – 92 = _____
11) 127 – 96 = _____
12) 132 – 96 = _____
13) 138 – 94 = _____
14) 109 – 95 = _____
15) 116 – 92 = _____

Addition near 100

16) 198 + 24 = _____
17) 591 + 13 = _____
18) 91 + 20 = _____
19) 107 + 10 = _____
20) 206 + 36 = _____
21) 196 + 41 = _____
22) 94 + 12 = _____
23) 100 + 24 = _____
24) 306 + 26 = _____
25) 105 + 34 = _____
26) 103 + 36 = _____
27) 299 + 41 = _____
28) 404 + 14 = _____
29) 96 + 25 = _____
30) 95 + 23 = _____

Double these numbers

31) 340 × 2 = _____
32) 686 × 2 = _____
33) 608 × 2 = _____
34) 751 × 2 = _____
35) 344 × 2 = _____
36) 165 × 2 = _____
37) 306 × 2 = _____
38) 523 × 2 = _____
39) 939 × 2 = _____

Multiplication

40) 5 × 5 = _____
41) 9 × 8 = _____
42) 10 × 5 = _____
43) 9 × 9 = _____
44) 10 × 6 = _____
45) 10 × 7 = _____
46) 9 × 5 = _____
47) 6 × 7 = _____

Division

48) 64 ÷ 8 = _____
49) 50 ÷ 5 = _____
50) 40 ÷ 8 = _____
51) 80 ÷ 8 = _____
52) 35 ÷ 5 = _____
53) 60 ÷ 6 = _____
54) 49 ÷ 7 = _____
55) 25 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Subtracting Near 100: 7 [B]**

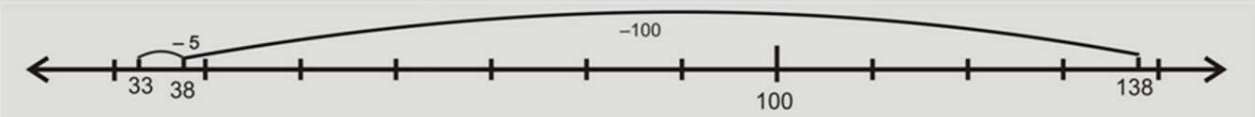
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers **– Nr 100** x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Subtracting near 100:

When subtracting numbers just over 100, subtract the hundred first, then the "extra" .

For example: 138 - 105 = (138 - 100) - 5 = 138 - 5 = 133



Subtraction near 100

1) 140 – 107 = _____
2) 120 – 104 = _____
3) 133 – 107 = _____
4) 127 – 107 = _____
5) 143 – 106 = _____
6) 110 – 105 = _____
7) 131 – 104 = _____
8) 212 – 106 = _____
9) 116 – 104 = _____
10) 321 – 102 = _____
11) 212 – 108 = _____
12) 111 – 103 = _____
13) 439 – 108 = _____
14) 140 – 108 = _____
15) 114 – 103 = _____

Addition near 100

16) 198 + 24 = _____
17) 591 + 13 = _____
18) 91 + 20 = _____
19) 107 + 10 = _____
20) 206 + 36 = _____
21) 196 + 41 = _____
22) 94 + 12 = _____
23) 100 + 24 = _____
24) 306 + 26 = _____
25) 105 + 34 = _____
26) 103 + 36 = _____
27) 299 + 41 = _____
28) 404 + 14 = _____
29) 96 + 25 = _____
30) 95 + 23 = _____

Double these numbers

31) 340 × 2 = _____
32) 686 × 2 = _____
33) 608 × 2 = _____
34) 751 × 2 = _____
35) 344 × 2 = _____
36) 165 × 2 = _____
37) 306 × 2 = _____
38) 523 × 2 = _____
39) 939 × 2 = _____

Multiplication

40) 5 × 5 = _____
41) 9 × 8 = _____
42) 10 × 5 = _____
43) 9 × 9 = _____
44) 10 × 6 = _____
45) 10 × 7 = _____
46) 9 × 5 = _____
47) 6 × 7 = _____

Division

48) 64 ÷ 8 = _____
49) 50 ÷ 5 = _____
50) 40 ÷ 8 = _____
51) 80 ÷ 8 = _____
52) 35 ÷ 5 = _____
53) 60 ÷ 6 = _____
54) 49 ÷ 7 = _____
55) 25 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Subtracting Near 100: 7 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 | x 50,25 x5 | Revision

Subtraction near 100

1) 126 – 96 = _____
2) 112 – 93 = _____
3) 125 – 97 = _____
4) 124 – 101 = _____
5) 933 – 103 = _____
6) 139 – 93 = _____
7) 113 – 91 = _____
8) 528 – 90 = _____
9) 219 – 98 = _____
10) 142 – 98 = _____
11) 124 – 97 = _____
12) 340 – 105 = _____
13) 135 – 95 = _____
14) 131 – 103 = _____
15) 128 – 93 = _____

Addition near 100

16) 198 + 24 = _____
17) 591 + 13 = _____
18) 91 + 20 = _____
19) 107 + 10 = _____
20) 206 + 36 = _____
21) 196 + 41 = _____
22) 94 + 12 = _____
23) 100 + 24 = _____
24) 306 + 26 = _____
25) 105 + 34 = _____
26) 103 + 36 = _____
27) 299 + 41 = _____
28) 404 + 14 = _____
29) 96 + 25 = _____
30) 95 + 23 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

31) 6 + 1 + 9 + 8 + 2 + 5 = _____
32) 4 + 8 + 6 + 3 + 2 + 7 = _____
33) 5 + 2 + 5 + 1 + 7 + 2 = _____
34) 9 + 7 + 7 + 5 + 7 + 9 = _____
35) 2 + 6 + 4 + 5 + 5 + 1 = _____
36) 6 + 3 + 7 + 8 + 2 + 6 = _____
37) 2 + 7 + 7 + 8 + 7 + 7 = _____
38) 3 + 3 + 1 + 1 + 7 + 2 = _____
39) 2 + 4 + 2 + 4 + 3 + 3 = _____
40) 3 + 7 + 3 + 4 + 4 + 2 = _____

Double these numbers

41) 173 × 2 = _____
42) 385 × 2 = _____
43) 376 × 2 = _____
44) 183 × 2 = _____
45) 959 × 2 = _____
46) 821 × 2 = _____
47) 907 × 2 = _____
48) 360 × 2 = _____
49) 193 × 2 = _____
50) 836 × 2 = _____
51) 820 × 2 = _____
52) 226 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Subtracting Near 100: 7 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Subtraction near 100

1) 132 – 93 = _____
2) 144 – 97 = _____
3) 144 – 94 = _____
4) 136 – 96 = _____
5) 141 – 103 = _____
6) 510 – 93 = _____
7) 142 – 94 = _____
8) 235 – 96 = _____
9) 118 – 98 = _____
10) 820 – 98 = _____
11) 138 – 95 = _____
12) 332 – 98 = _____
13) 141 – 98 = _____
14) 126 – 105 = _____
15) 140 – 95 = _____

Addition near 100

16) 193 + 43 = _____
17) 91 + 37 = _____
18) 593 + 14 = _____
19) 103 + 22 = _____
20) 91 + 30 = _____
21) 206 + 26 = _____
22) 301 + 37 = _____
23) 99 + 45 = _____
24) 91 + 41 = _____
25) 94 + 31 = _____
26) 99 + 37 = _____
27) 191 + 23 = _____
28) 408 + 28 = _____
29) 102 + 26 = _____
30) 97 + 38 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

31) 8 + 9 + 2 + 1 + 6 + 6 = _____
32) 7 + 2 + 3 + 2 + 5 + 1 = _____
33) 5 + 5 + 2 + 3 + 3 + 5 = _____
34) 8 + 2 + 2 + 8 + 6 + 5 = _____
35) 7 + 7 + 8 + 3 + 3 + 3 = _____
36) 4 + 6 + 7 + 6 + 7 + 2 = _____
37) 2 + 9 + 2 + 1 + 2 + 2 = _____
38) 1 + 1 + 4 + 8 + 8 + 3 = _____
39) 2 + 4 + 3 + 6 + 8 + 4 = _____
40) 8 + 8 + 8 + 8 + 5 + 2 = _____

Double these numbers

41) 173 × 2 = _____
42) 385 × 2 = _____
43) 376 × 2 = _____
44) 183 × 2 = _____
45) 959 × 2 = _____
46) 821 × 2 = _____
47) 907 × 2 = _____
48) 360 × 2 = _____
49) 193 × 2 = _____
50) 836 × 2 = _____
51) 820 × 2 = _____
52) 226 × 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

Multiplying 2-digit numbers by 5

We can use the same strategy we used for the x5 number facts: multiply the number by 10 first, then halve it.
For example, 37 x 5: 37 x 10 = 370. Half of 370 = 185 38 x 5 = 185

2-digit numbers x 5

1) 28 × 10 = _____
2) 28 × 5 = _____
3) 63 × 10 = _____
4) 63 × 5 = _____
5) 90 × 5 = _____
6) 60 × 5 = _____
7) 53 × 5 = _____
8) 32 × 5 = _____
9) 76 × 5 = _____
10) 98 × 5 = _____
11) 68 × 5 = _____
12) 96 × 5 = _____
13) 77 × 5 = _____
14) 89 × 5 = _____
15) 24 × 5 = _____
16) 38 × 5 = _____
17) 47 × 5 = _____
18) 95 × 5 = _____
19) 69 × 5 = _____
20) 65 × 5 = _____

3 digit numbers x 5

21) 424 × 10 = _____
22) 424 × 5 = _____
23) 263 × 10 = _____
24) 263 × 5 = _____
25) 521 × 5 = _____
26) 412 × 5 = _____
27) 811 × 5 = _____
28) 644 × 5 = _____
29) 940 × 5 = _____
30) 130 × 5 = _____
31) 886 × 5 = _____
32) 844 × 5 = _____

Subtraction near 100

33) 126 – 108 = _____
34) 122 – 105 = _____
35) 138 – 104 = _____
36) 112 – 93 = _____
37) 134 – 106 = _____
38) 144 – 107 = _____
39) 211 – 98 = _____
40) 129 – 99 = _____
41) 344 – 92 = _____
42) 137 – 94 = _____
43) 126 – 106 = _____
44) 113 – 96 = _____
45) 514 – 100 = _____
46) 140 – 100 = _____
47) 127 – 98 = _____

Multiplication

48) 5 × 5 = _____
49) 9 × 8 = _____
50) 10 × 5 = _____
51) 9 × 9 = _____
52) 10 × 6 = _____
53) 10 × 7 = _____
54) 9 × 5 = _____
55) 6 × 7 = _____

Division

56) 64 ÷ 8 = _____
57) 50 ÷ 5 = _____
58) 40 ÷ 8 = _____
59) 80 ÷ 8 = _____
60) 35 ÷ 5 = _____
61) 60 ÷ 6 = _____
62) 49 ÷ 7 = _____
63) 25 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2-digit numbers x 5

1) 82 × 5 = _____
2) 42 × 5 = _____
3) 34 × 5 = _____
4) 84 × 5 = _____
5) 83 × 5 = _____
6) 23 × 5 = _____
7) 57 × 5 = _____
8) 78 × 5 = _____
9) 90 × 5 = _____
10) 53 × 5 = _____
11) 37 × 5 = _____
12) 96 × 5 = _____
13) 33 × 5 = _____
14) 92 × 5 = _____
15) 65 × 5 = _____
16) 63 × 5 = _____
17) 75 × 5 = _____
18) 44 × 5 = _____
19) 73 × 5 = _____
20) 97 × 5 = _____

Addition near 100

21) 198 + 24 = _____
22) 591 + 13 = _____
23) 91 + 20 = _____
24) 107 + 10 = _____
25) 206 + 36 = _____
26) 196 + 41 = _____
27) 94 + 12 = _____
28) 100 + 24 = _____
29) 306 + 26 = _____
30) 105 + 34 = _____
31) 103 + 36 = _____
32) 299 + 41 = _____
33) 404 + 14 = _____
34) 96 + 25 = _____
35) 95 + 23 = _____

Divide these numbers

36) 121 ÷ 10 = _____
37) 508 ÷ 1,000 = _____
38) 728 ÷ 10 = _____
39) 91.6 ÷ 100 = _____
40) 172 ÷ 10 = _____
41) 6,006 ÷ 100 = _____
42) 436 ÷ 1,000 = _____
43) 51.6 ÷ 100 = _____
44) 961 ÷ 10 = _____
45) 823 ÷ 1,000 = _____

Multiplication

46) 5 × 6 = _____
47) 5 × 5 = _____
48) 8 × 8 = _____
49) 10 × 5 = _____
50) 9 × 7 = _____
51) 10 × 7 = _____
52) 8 × 7 = _____
53) 6 × 6 = _____

Division

54) 45 ÷ 5 = _____
55) 48 ÷ 6 = _____
56) 40 ÷ 5 = _____
57) 64 ÷ 8 = _____
58) 35 ÷ 7 = _____
59) 90 ÷ 9 = _____
60) 54 ÷ 9 = _____
61) 63 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2-digit numbers x 5

1) 35 × 5 = _____
2) 51 × 5 = _____
3) 25 × 5 = _____
4) 39 × 5 = _____
5) 60 × 5 = _____
6) 94 × 5 = _____
7) 90 × 5 = _____
8) 26 × 5 = _____
9) 29 × 5 = _____
10) 82 × 5 = _____
11) 92 × 5 = _____
12) 93 × 5 = _____
13) 74 × 5 = _____
14) 76 × 5 = _____
15) 69 × 5 = _____
16) 95 × 5 = _____
17) 48 × 5 = _____
18) 63 × 5 = _____
19) 40 × 5 = _____
20) 53 × 5 = _____

Multiply these numbers including decimals

21) 1.99 × 100 = _____
22) 200 × 10 = _____
23) 7.27 × 1,000 = _____
24) 626 × 100 = _____
25) 60.1 × 100 = _____
26) 198 × 1,000 = _____
27) 58.2 × 10 = _____
28) 2.21 × 10 = _____
29) 0.452 × 10 = _____
30) 6.42 × 100 = _____

Addition revision

31) 6 + 5 = _____
32) 9 + 8 = _____
33) 4 + 6 = _____
34) 5 + 8 = _____
35) 7 + 4 = _____
36) 9 + 4 = _____
37) 5 + 5 = _____
38) 4 + 5 = _____
39) 3 + 5 = _____
40) 10 + 7 = _____

Subtraction revision

41) 10 – 5 = _____
42) 9 – 4 = _____
43) 17 – 9 = _____
44) 14 – 6 = _____
45) 9 – 2 = _____
46) 12 – 4 = _____
47) 17 – 8 = _____
48) 11 – 3 = _____
49) 16 – 8 = _____
50) 18 – 9 = _____

Multiplication

51) 8 × 7 = _____
52) 9 × 5 = _____
53) 8 × 6 = _____
54) 5 × 9 = _____
55) 7 × 8 = _____
56) 8 × 9 = _____
57) 6 × 5 = _____
58) 8 × 5 = _____
59) 10 × 6 = _____
60) 7 × 5 = _____

Division

61) 48 ÷ 8 = _____
62) 56 ÷ 8 = _____
63) 36 ÷ 6 = _____
64) 70 ÷ 7 = _____
65) 40 ÷ 5 = _____
66) 54 ÷ 6 = _____
67) 72 ÷ 8 = _____
68) 30 ÷ 6 = _____
69) 35 ÷ 5 = _____
70) 25 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2 digit numbers x 5

1) 66 × 5 = _____
2) 65 × 5 = _____
3) 64 × 5 = _____
4) 38 × 5 = _____
5) 23 × 5 = _____
6) 77 × 5 = _____
7) 81 × 5 = _____
8) 46 × 5 = _____
9) 68 × 5 = _____
10) 67 × 5 = _____
11) 95 × 5 = _____
12) 93 × 5 = _____
13) 62 × 5 = _____
14) 54 × 5 = _____
15) 75 × 5 = _____
16) 71 × 5 = _____
17) 61 × 5 = _____
18) 89 × 5 = _____
19) 32 × 5 = _____
20) 28 × 5 = _____

Multiply these numbers including decimals

21) 8.01 × 1,000 = _____
22) 7.74 × 1,000 = _____
23) 51.9 × 100 = _____
24) 9.18 × 100 = _____
25) 10.9 × 10 = _____
26) 87 × 1,000 = _____
27) 66.8 × 1,000 = _____
28) 4.75 × 100 = _____
29) 84.6 × 100 = _____
30) 1.83 × 10 = _____

Addition revision

31) 4 + 8 = _____
32) 3 + 7 = _____
33) 6 + 7 = _____
34) 5 + 5 = _____
35) 3 + 4 = _____
36) 10 + 9 = _____
37) 4 + 7 = _____
38) 10 + 4 = _____
39) 5 + 4 = _____
40) 5 + 9 = _____

Subtraction revision

41) 16 – 8 = _____
42) 11 – 4 = _____
43) 11 – 5 = _____
44) 18 – 9 = _____
45) 14 – 9 = _____
46) 16 – 7 = _____
47) 12 – 7 = _____
48) 13 – 8 = _____
49) 16 – 9 = _____
50) 17 – 8 = _____

Multiplication

51) 9 × 6 = _____
52) 9 × 8 = _____
53) 7 × 9 = _____
54) 6 × 6 = _____
55) 7 × 8 = _____
56) 6 × 7 = _____
57) 5 × 8 = _____
58) 8 × 6 = _____
59) 6 × 8 = _____
60) 8 × 5 = _____

Division

61) 56 ÷ 7 = _____
62) 45 ÷ 9 = _____
63) 60 ÷ 6 = _____
64) 36 ÷ 6 = _____
65) 48 ÷ 6 = _____
66) 35 ÷ 7 = _____
67) 72 ÷ 9 = _____
68) 64 ÷ 8 = _____
69) 81 ÷ 9 = _____
70) 42 ÷ 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers x 50: 9 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Multiplying 2-digit numbers x 50

Multiplying by 50 is quite easy to do, seeing that it is one half of 100.
Multiplying by 50 can be done by multiplying by 100 then halving the result, or in the opposite order, halve the other number first, then multiply by 100.
For example, 62 x 50 = (62 x 100) ÷ 2 = 6200 ÷ 2 = 3100
or: 62 x 50 = (62 ÷ 2) x 100 = 31 x 100 = 3100

2 digit numbers x 50

1) 24 × 100 = _____
2) 24 × 50 = _____
3) 52 × 100 = _____
4) 52 × 50 = _____
5) 72 × 50 = _____
6) 49 × 50 = _____
7) 73 × 50 = _____
8) 90 × 50 = _____
9) 42 × 50 = _____
10) 74 × 50 = _____
11) 76 × 50 = _____
12) 27 × 50 = _____
13) 41 × 50 = _____
14) 93 × 50 = _____
15) 78 × 50 = _____

Double these numbers

16) 110 × 2 = _____
17) 793 × 2 = _____
18) 595 × 2 = _____
19) 401 × 2 = _____
20) 702 × 2 = _____
21) 203 × 2 = _____
22) 136 × 2 = _____
23) 307 × 2 = _____
24) 672 × 2 = _____
25) 407 × 2 = _____
26) 785 × 2 = _____
27) 238 × 2 = _____

Addition revision

28) 4 + 8 = _____
29) 3 + 7 = _____
30) 6 + 7 = _____
31) 5 + 5 = _____
32) 3 + 4 = _____
33) 10 + 9 = _____
34) 4 + 7 = _____
35) 10 + 4 = _____
36) 5 + 4 = _____
37) 5 + 9 = _____

Subtraction revision

38) 16 – 8 = _____
39) 11 – 4 = _____
40) 11 – 5 = _____
41) 18 – 9 = _____
42) 14 – 9 = _____
43) 16 – 7 = _____
44) 12 – 7 = _____
45) 13 – 8 = _____
46) 16 – 9 = _____
47) 17 – 8 = _____

Multiplication

48) 5 × 5 = _____
49) 9 × 8 = _____
50) 10 × 5 = _____
51) 9 × 9 = _____
52) 10 × 6 = _____
53) 10 × 7 = _____
54) 9 × 5 = _____
55) 6 × 7 = _____

Division

56) 64 ÷ 8 = _____
57) 50 ÷ 5 = _____
58) 40 ÷ 8 = _____
59) 80 ÷ 8 = _____
60) 35 ÷ 5 = _____
61) 60 ÷ 6 = _____
62) 49 ÷ 7 = _____
63) 25 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 50: 9 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

2 digit numbers x 50

1) 64 × 50 = _____
2) 24 × 50 = _____
3) 86 × 50 = _____
4) 29 × 50 = _____
5) 41 × 50 = _____
6) 43 × 50 = _____
7) 75 × 50 = _____
8) 26 × 50 = _____
9) 57 × 50 = _____
10) 80 × 50 = _____
11) 91 × 50 = _____
12) 42 × 50 = _____
13) 28 × 50 = _____
14) 88 × 50 = _____
15) 33 × 50 = _____

Double these numbers

16) 803 × 2 = _____
17) 373 × 2 = _____
18) 121 × 2 = _____
19) 921 × 2 = _____
20) 508 × 2 = _____
21) 330 × 2 = _____
22) 521 × 2 = _____
23) 503 × 2 = _____
24) 285 × 2 = _____
25) 510 × 2 = _____
26) 492 × 2 = _____
27) 338 × 2 = _____

Add the nice numbers to find the sum (cross them off as you add them).

28) 7 + 2 + 3 + 1 + 9 = _____
29) 6 + 1 + 5 + 4 + 2 = _____
30) 2 + 2 + 5 + 5 + 4 = _____
31) 3 + 8 + 6 + 8 + 8 = _____

Addition revision

32) 10 + 4 = _____
33) 8 + 5 = _____
34) 6 + 7 = _____
35) 7 + 7 = _____
36) 8 + 9 = _____
37) 9 + 9 = _____
38) 10 + 6 = _____
39) 9 + 4 = _____

Subtraction revision

40) 13 – 5 = _____
41) 9 – 4 = _____
42) 14 – 6 = _____
43) 15 – 7 = _____
44) 11 – 2 = _____
45) 15 – 6 = _____
46) 16 – 8 = _____
47) 12 – 6 = _____

Multiplication

48) 7 × 7 = _____
49) 9 × 6 = _____
50) 7 × 8 = _____
51) 8 × 6 = _____
52) 6 × 7 = _____
53) 10 × 5 = _____
54) 7 × 6 = _____
55) 8 × 7 = _____
56) 10 × 6 = _____
57) 6 × 5 = _____

Division

58) 40 ÷ 8 = _____
59) 56 ÷ 8 = _____
60) 60 ÷ 6 = _____
61) 36 ÷ 6 = _____
62) 90 ÷ 9 = _____
63) 72 ÷ 8 = _____
64) 81 ÷ 9 = _____
65) 54 ÷ 6 = _____
66) 80 ÷ 8 = _____
67) 42 ÷ 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 25: 9 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Multiplying 2-digit numbers x 25

Multiplying by 25 is quite easy to do as well, seeing that it is one quarter or fourth of 100.
Multiplying by 25 can be done by multiplying by 100 then finding a quarter of the result, or in the opposite order, quarter the other number first, then multiply by 100.
For example, 84 x 25 = (84 x 100) ÷ 4 = 8400 ÷ 4 = 2100
or: 84 x 25 = (84 ÷ 4) x 100 = 21 x 100 = 2100

2 digit numbers x 25

1) 44 × 25 = _____
2) 32 × 25 = _____
3) 24 × 25 = _____
4) 48 × 25 = _____
5) 36 × 25 = _____
6) 84 × 25 = _____
7) 24 × 25 = _____
8) 80 × 25 = _____
9) 48 × 25 = _____
10) 64 × 25 = _____
11) 72 × 25 = _____
12) 60 × 25 = _____
13) 96 × 25 = _____
14) 32 × 25 = _____
15) 68 × 25 = _____

Double these numbers

16) 711 × 2 = _____
17) 207 × 2 = _____
18) 267 × 2 = _____
19) 200 × 2 = _____
20) 473 × 2 = _____
21) 294 × 2 = _____
22) 618 × 2 = _____
23) 359 × 2 = _____
24) 898 × 2 = _____
25) 674 × 2 = _____
26) 597 × 2 = _____
27) 254 × 2 = _____

Addition revision

28) 7 + 6 = _____
29) 5 + 5 = _____
30) 6 + 6 = _____
31) 5 + 8 = _____
32) 8 + 4 = _____
33) 6 + 8 = _____
34) 10 + 6 = _____
35) 4 + 8 = _____
36) 7 + 7 = _____
37) 6 + 5 = _____

Subtraction revision

38) 11 – 3 = _____
39) 15 – 7 = _____
40) 13 – 4 = _____
41) 13 – 5 = _____
42) 15 – 6 = _____
43) 16 – 9 = _____
44) 18 – 9 = _____
45) 8 – 3 = _____
46) 15 – 8 = _____
47) 12 – 3 = _____

Multiplication

48) 6 × 7 = _____
49) 5 × 9 = _____
50) 8 × 8 = _____
51) 5 × 8 = _____
52) 9 × 7 = _____
53) 8 × 5 = _____
54) 8 × 7 = _____
55) 10 × 5 = _____

Division

56) 90 ÷ 9 = _____
57) 36 ÷ 6 = _____
58) 40 ÷ 8 = _____
59) 35 ÷ 5 = _____
60) 63 ÷ 7 = _____
61) 54 ÷ 9 = _____
62) 72 ÷ 8 = _____
63) 54 ÷ 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 25: 9 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

2 digit numbers x 25

1) 28 × 25 = _____ 4) 64 × 25 = _____ 7) 48 × 25 = _____

2) 68 × 25 = _____ 5) 44 × 25 = _____ 8) 28 × 25 = _____

3) 56 × 25 = _____ 6) 28 × 25 = _____ 9) 40 × 25 = _____

2 digit numbers x 50

10) 82 × 50 = _____ 13) 50 × 50 = _____ 16) 80 × 50 = _____

11) 88 × 50 = _____ 14) 25 × 50 = _____ 17) 47 × 50 = _____

12) 67 × 50 = _____ 15) 48 × 50 = _____ 18) 84 × 50 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

19) 7 + 1 + 2 + 2 + 6 + 2 = _____ 23) 5 + 3 + 7 + 9 + 1 + 8 = _____

20) 3 + 3 + 3 + 8 + 8 + 6 = _____ 24) 9 + 9 + 4 + 7 + 9 + 7 = _____

21) 9 + 6 + 3 + 9 + 9 + 2 = _____ 25) 1 + 2 + 1 + 7 + 6 + 6 = _____

22) 3 + 3 + 6 + 7 + 7 + 9 = _____ 26) 1 + 1 + 5 + 7 + 5 + 5 = _____

Addition revision

27) 9 + 6 = _____ 32) 3 + 9 = _____

28) 6 + 7 = _____ 33) 4 + 6 = _____

29) 6 + 9 = _____ 34) 7 + 9 = _____

30) 8 + 5 = _____ 35) 4 + 8 = _____

31) 8 + 6 = _____ 36) 6 + 6 = _____

Subtraction revision

37) 12 – 5 = _____ 42) 17 – 9 = _____

38) 15 – 8 = _____ 43) 14 – 6 = _____

39) 15 – 7 = _____ 44) 11 – 6 = _____

40) 12 – 6 = _____ 45) 16 – 7 = _____

41) 14 – 7 = _____ 46) 16 – 8 = _____

Multiplication

47) 6 × 7 = _____ 51) 9 × 5 = _____

48) 10 × 7 = _____ 52) 5 × 8 = _____

49) 9 × 7 = _____ 53) 5 × 7 = _____

50) 7 × 6 = _____ 54) 10 × 5 = _____

Division

55) 60 ÷ 6 = _____ 59) 64 ÷ 8 = _____

56) 48 ÷ 6 = _____ 60) 40 ÷ 5 = _____

57) 56 ÷ 7 = _____ 61) 40 ÷ 8 = _____

58) 81 ÷ 9 = _____ 62) 42 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Multiply these numbers including decimals

1) 426 × 1,000 = _____
2) 660 × 10 = _____
3) 0.4 × 100 = _____
4) 8.59 × 100 = _____
5) 2.00 × 1,000 = _____
6) 975 × 1,000 = _____
7) 0.509 × 10 = _____
8) 95.8 × 100 = _____
9) 0.604 × 100 = _____
10) 325 × 1,000 = _____

2 digit numbers x 25

11) 82 × 25 = _____
12) 60 × 25 = _____
13) 72 × 25 = _____
14) 28 × 25 = _____
15) 44 × 25 = _____
16) 40 × 25 = _____
17) 64 × 25 = _____
18) 96 × 25 = _____
19) 68 × 25 = _____

2 digit numbers x 50

20) 25 × 50 = _____
21) 41 × 50 = _____
22) 46 × 50 = _____
23) 76 × 50 = _____
24) 78 × 50 = _____
25) 74 × 50 = _____
26) 92 × 50 = _____
27) 49 × 50 = _____
28) 33 × 50 = _____

Add the nice numbers to find the sum (cross them off as you add them).

29) 7 + 6 + 5 + 6 + 9 + 5 = _____
30) 5 + 2 + 4 + 1 + 1 + 7 = _____
31) 3 + 5 + 6 + 2 + 3 + 6 = _____
32) 3 + 7 + 7 + 5 + 8 + 4 = _____
33) 3 + 7 + 3 + 4 + 2 + 8 = _____
34) 4 + 3 + 8 + 4 + 2 + 2 = _____
35) 5 + 6 + 3 + 5 + 8 + 9 = _____
36) 2 + 7 + 6 + 9 + 8 + 3 = _____

Addition revision

37) 4 + 5 = _____
38) 3 + 4 = _____
39) 4 + 9 = _____
40) 10 + 7 = _____
41) 4 + 4 = _____
42) 8 + 4 = _____
43) 5 + 8 = _____
44) 7 + 7 = _____

Subtraction revision

45) 10 – 2 = _____
46) 14 – 6 = _____
47) 18 – 9 = _____
48) 17 – 8 = _____
49) 10 – 5 = _____
50) 8 – 2 = _____
51) 15 – 7 = _____
52) 17 – 9 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 28 + 98 = _____
2) 30 + 101 = _____
3) 42 + 102 = _____
4) 21 + 93 = _____
5) 36 + 104 = _____
6) 41 + 93 = _____
7) 39 + 96 = _____
8) 19 + 95 = _____
9) 12 + 92 = _____
10) 12 + 93 = _____
11) 21 + 104 = _____
12) 36 + 103 = _____
13) 20 + 106 = _____
14) 31 + 107 = _____
15) 20 + 97 = _____

Multiply these numbers including decimals

16) 89.2 × 10 = _____
17) 51.0 × 100 = _____
18) 927 × 1,000 = _____
19) 539 × 1,000 = _____
20) 116 × 10 = _____
21) 456 × 10 = _____
22) 69.9 × 100 = _____
23) 62.8 × 1,000 = _____
24) 123 × 1,000 = _____
25) 0.656 × 10 = _____

2 digit numbers x 25

26) 60 × 25 = _____
27) 24 × 25 = _____
28) 96 × 25 = _____
29) 32 × 25 = _____
30) 24 × 25 = _____
31) 52 × 25 = _____
32) 60 × 25 = _____
33) 48 × 25 = _____
34) 72 × 25 = _____

2 digit numbers x 50

35) 83 × 50 = _____
36) 92 × 50 = _____
37) 97 × 50 = _____
38) 25 × 50 = _____
39) 68 × 50 = _____
40) 89 × 50 = _____
41) 81 × 50 = _____
42) 95 × 50 = _____
43) 49 × 50 = _____

Add the nice numbers to find the sum (cross them off as you add them).

44) 4 + 3 + 8 + 3 + 5 + 7 = _____
45) 3 + 3 + 5 + 6 + 8 + 4 = _____
46) 2 + 8 + 2 + 3 + 9 + 9 = _____
47) 3 + 6 + 6 + 7 + 7 + 2 = _____
48) 4 + 6 + 2 + 9 + 4 + 5 = _____
49) 8 + 3 + 8 + 8 + 8 + 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Divide these numbers

1) 7,984 ÷ 10 = _____
2) 6,860 ÷ 1,000 = _____
3) 878 ÷ 100 = _____
4) 82.24 ÷ 10 = _____
5) 20.47 ÷ 10 = _____
6) 77.8 ÷ 100 = _____
7) 834 ÷ 1,000 = _____
8) 24.3 ÷ 100 = _____
9) 8.06 ÷ 10 = _____
10) 23.6 ÷ 100 = _____

Addition near 100

11) 102 + 40 = _____
12) 106 + 34 = _____
13) 90 + 30 = _____
14) 102 + 29 = _____
15) 103 + 16 = _____
16) 100 + 15 = _____
17) 96 + 39 = _____
18) 96 + 44 = _____
19) 104 + 14 = _____
20) 102 + 11 = _____
21) 101 + 29 = _____
22) 90 + 24 = _____
23) 100 + 44 = _____
24) 105 + 44 = _____
25) 104 + 37 = _____

Add the nice numbers to find the sum (cross them off as you add them).

26) 8 + 5 + 2 + 2 + 7 + 3 = _____
27) 8 + 6 + 5 + 3 + 1 + 6 = _____
28) 5 + 2 + 6 + 9 + 7 + 4 = _____
29) 2 + 3 + 1 + 3 + 2 + 7 = _____
30) 5 + 9 + 4 + 3 + 1 + 5 = _____
31) 6 + 6 + 4 + 7 + 4 + 4 = _____
32) 7 + 9 + 7 + 5 + 4 + 8 = _____
33) 7 + 3 + 8 + 4 + 9 + 6 = _____

Double these numbers

34) 875 × 2 = _____
35) 835 × 2 = _____
36) 845 × 2 = _____
37) 557 × 2 = _____
38) 353 × 2 = _____
39) 686 × 2 = _____

Addition revision

40) 3 + 5 = _____
41) 6 + 7 = _____
42) 3 + 6 = _____
43) 6 + 6 = _____
44) 4 + 9 = _____
45) 4 + 4 = _____

Subtraction revision

46) 11 – 5 = _____
47) 12 – 4 = _____
48) 10 – 3 = _____
49) 14 – 6 = _____
50) 16 – 9 = _____
51) 13 – 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 33 + 96 = _____
2) 34 + 108 = _____
3) 38 + 96 = _____
4) 26 + 102 = _____
5) 29 + 107 = _____
6) 26 + 95 = _____
7) 18 + 107 = _____
8) 20 + 96 = _____
9) 32 + 96 = _____
10) 31 + 101 = _____
11) 14 + 108 = _____
12) 11 + 101 = _____
13) 43 + 107 = _____
14) 25 + 106 = _____
15) 39 + 101 = _____

Multiply these numbers including decimals

16) 5.78 × 1,000 = _____
17) 2.00 × 10 = _____
18) 39.9 × 100 = _____
19) 29.6 × 100 = _____
20) 24.7 × 10 = _____
21) 5.19 × 1,000 = _____
22) 0.291 × 10 = _____
23) 955 × 100 = _____
24) 280 × 100 = _____
25) 3.67 × 10 = _____

2 digit numbers x 25

26) 64 × 25 = _____
27) 36 × 25 = _____
28) 52 × 25 = _____
29) 32 × 25 = _____
30) 28 × 25 = _____
31) 20 × 25 = _____
32) 82 × 25 = _____
33) 60 × 25 = _____
34) 16 × 25 = _____

2 digit numbers x 50

35) 81 × 50 = _____
36) 53 × 50 = _____
37) 74 × 50 = _____
38) 52 × 50 = _____
39) 98 × 50 = _____
40) 26 × 50 = _____
41) 57 × 50 = _____
42) 79 × 50 = _____
43) 31 × 50 = _____

Add the nice numbers to find the sum (cross them off as you add them).

44) 8 + 6 + 1 + 6 + 7 + 7 = _____
45) 1 + 4 + 8 + 2 + 5 + 8 = _____
46) 1 + 7 + 9 + 4 + 7 + 5 = _____
47) 5 + 8 + 3 + 2 + 1 + 6 = _____
48) 5 + 2 + 8 + 7 + 7 + 4 = _____
49) 1 + 5 + 6 + 4 + 6 + 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

Checkup Worksheets are designed for assessment of students' learning at intervals of two or three weeks.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

Time: **Score:** **Check Up A**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 x5 | x 50,25 Revision

x 10, x 100, x 1,000

1) 73.8 × 1,000 = _____
2) 5.65 × 100 = _____
3) 702 × 10 = _____
4) 79 × 1,000 = _____
5) 27.3 × 10 = _____
6) 41.9 × 1,000 = _____
7) 0.793 × 1,000 = _____
8) 4.88 × 100 = _____
9) 65.0 × 10 = _____
10) 1.80 × 10 = _____
11) 103 × 1,000 = _____
12) 373 × 100 = _____

÷ 10, ÷ 100, ÷ 1000

13) 6,831 ÷ 1,000 = _____
14) 5 ÷ 100 = _____
15) 8,077 ÷ 10 = _____
16) 205 ÷ 1,000 = _____
17) 70 ÷ 1,000 = _____
18) 5,008 ÷ 100 = _____
19) 56,392 ÷ 1,000 = _____
20) 2,186 ÷ 10 = _____
21) 1,400 ÷ 100 = _____
22) 62,002 ÷ 1,000 = _____
23) 10,185 ÷ 10 = _____
24) 15,009 ÷ 100 = _____

Addition revision

25) 4 + 9 = _____
26) 7 + 4 = _____
27) 5 + 8 = _____
28) 7 + 5 = _____
29) 6 + 5 = _____
30) 5 + 7 = _____
31) 8 + 6 = _____
32) 7 + 9 = _____
33) 6 + 8 = _____
34) 9 + 7 = _____

Subtraction revision

45) 16 – 8 = _____
46) 16 – 9 = _____
47) 17 – 8 = _____
48) 13 – 8 = _____
49) 13 – 7 = _____
50) 11 – 2 = _____
51) 14 – 5 = _____
52) 14 – 8 = _____
53) 9 – 2 = _____
54) 11 – 5 = _____

Multiplication revision

35) 7 × 4 = _____
36) 8 × 9 = _____
37) 9 × 9 = _____
38) 10 × 7 = _____
39) 5 × 8 = _____
40) 8 × 8 = _____
41) 4 × 6 = _____
42) 6 × 6 = _____
43) 9 × 8 = _____
44) 5 × 6 = _____

Division revision

55) 30 ÷ 6 = _____
56) 40 ÷ 8 = _____
57) 72 ÷ 8 = _____
58) 32 ÷ 4 = _____
59) 30 ÷ 5 = _____
60) 54 ÷ 6 = _____
61) 42 ÷ 7 = _____
62) 72 ÷ 9 = _____
63) 24 ÷ 3 = _____
64) 35 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 2D worksheet. The teacher should record each student's score and the time taken.

Time: **Score:** **Check Up B**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Double these numbers

1) 43 × 2 = _____
2) 24 × 2 = _____
3) 341 × 2 = _____
4) 253 × 2 = _____
5) 624 × 2 = _____
6) 49 × 2 = _____
7) 27 × 2 = _____
8) 486 × 2 = _____
9) 164 × 2 = _____
10) 925 × 2 = _____
11) 168 × 2 = _____
12) 330 × 2 = _____
13) 355 × 2 = _____
14) 657 × 2 = _____
15) 867 × 2 = _____

Halve these numbers

16) 42 ÷ 2 = _____
17) 500 ÷ 2 = _____
18) 56 ÷ 2 = _____
19) 450 ÷ 2 = _____
20) 48 ÷ 2 = _____
21) 326 ÷ 2 = _____
22) 30 ÷ 2 = _____
23) 842 ÷ 2 = _____
24) 38 ÷ 2 = _____
25) 184 ÷ 2 = _____
26) 740 ÷ 2 = _____
27) 148 ÷ 2 = _____
28) 314 ÷ 2 = _____
29) 704 ÷ 2 = _____
30) 674 ÷ 2 = _____
31) 726 ÷ 2 = _____
32) 948 ÷ 2 = _____
33) 970 ÷ 2 = _____
34) 870 ÷ 2 = _____
35) 956 ÷ 2 = _____

x10, x100 or x1000, including decimals

36) 4.08 × 100 = _____
37) 34 × 100 = _____
38) 8.70 × 1,000 = _____
39) 40.2 × 10 = _____
40) 0.75 × 1,000 = _____

Divide these numbers

41) 2,391 ÷ 10 = _____
42) 7,796 ÷ 100 = _____
43) 146.1 ÷ 100 = _____
44) 1,171 ÷ 1,000 = _____
45) 1,548 ÷ 10 = _____

Addition revision

46) 6 + 6 = _____
47) 4 + 6 = _____
48) 4 + 5 = _____
49) 7 + 4 = _____
50) 9 + 7 = _____
51) 7 + 5 = _____
52) 3 + 8 = _____
53) 3 + 4 = _____
54) 9 + 9 = _____
55) 4 + 7 = _____

Subtraction revision

56) 14 – 6 = _____
57) 17 – 9 = _____
58) 13 – 6 = _____
59) 16 – 8 = _____
60) 9 – 0 = _____
61) 16 – 9 = _____
62) 12 – 7 = _____
63) 15 – 6 = _____
64) 16 – 7 = _____
65) 13 – 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 4D worksheet. The teacher should record each student's score and the time taken.

Time: **Score:** **Check Up C**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | **Nice Numbers** + Nr 100 | – Nr 100 x5 | x 50,25 Revision

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 8 + 2 + 2 + 3 + 8 + 2 = _____
2) 8 + 8 + 8 + 6 + 8 + 1 = _____
3) 8 + 1 + 4 + 8 + 3 + 4 = _____
4) 4 + 7 + 2 + 1 + 2 + 8 = _____
5) 8 + 8 + 8 + 5 + 1 + 2 = _____
6) 5 + 2 + 1 + 9 + 6 + 4 = _____
7) 6 + 3 + 9 + 9 + 6 + 4 = _____
8) 7 + 6 + 1 + 7 + 4 + 3 = _____
9) 5 + 3 + 2 + 2 + 8 + 5 = _____
10) 4 + 8 + 6 + 2 + 2 + 8 = _____

Addition near 100

11) 94 + 35 = _____
12) 96 + 18 = _____
13) 106 + 21 = _____
14) 101 + 33 = _____
15) 92 + 18 = _____
16) 108 + 41 = _____
17) 102 + 35 = _____
18) 97 + 14 = _____
19) 104 + 44 = _____
20) 103 + 31 = _____
21) 101 + 37 = _____
22) 95 + 31 = _____
23) 99 + 30 = _____
24) 98 + 38 = _____
25) 96 + 24 = _____

x10, x100 or x1000, including decimals

26) 6.568 × 100 = _____
27) 0.95 × 1,000 = _____
28) 507 × 1,000 = _____
29) 6,002 × 100 = _____
30) 92.4 × 1,000 = _____

÷10, ÷100 or ÷1000, including decimals

31) 50.6 ÷ 100 = _____
32) 6,036 ÷ 1,000 = _____
33) 8,502 ÷ 10 = _____
34) 0.05 ÷ 10 = _____
35) 2,108 ÷ 10 = _____

Double these numbers

36) 24 × 2 = _____
37) 38 × 2 = _____
38) 402 × 2 = _____
39) 827 × 2 = _____
40) 379 × 2 = _____

Halve these numbers

41) 62 ÷ 2 = _____
42) 428 ÷ 2 = _____
43) 836 ÷ 2 = _____
44) 504 ÷ 2 = _____
45) 972 ÷ 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 6D worksheet. The teacher should record each student's score and the time taken.

Time: **Score:** **Check Up D**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 Doubling Lg Halving Lg Nice Numbers + Nr 100 – Nr 100 x5 x 50,25 Revision

Subtraction near 100

1) 237 – 94 = _____
2) 146 – 105 = _____
3) 135 – 102 = _____
4) 113 – 106 = _____
5) 123 – 104 = _____
6) 234 – 98 = _____
7) 133 – 101 = _____
8) 321 – 97 = _____
9) 533 – 102 = _____
10) 120 – 101 = _____
11) 118 – 98 = _____
12) 623 – 107 = _____
13) 138 – 106 = _____
14) 119 – 95 = _____
15) 129 – 98 = _____

2-digit numbers x 5

16) 42 × 5 = _____
17) 28 × 5 = _____
18) 36 × 5 = _____
19) 83 × 5 = _____
20) 41 × 5 = _____
21) 96 × 5 = _____
22) 22 × 5 = _____
23) 56 × 5 = _____
24) 47 × 5 = _____
25) 62 × 5 = _____
26) 82 × 5 = _____
27) 48 × 5 = _____
28) 26 × 5 = _____
29) 58 × 5 = _____
30) 72 × 5 = _____
31) 68 × 5 = _____
32) 81 × 5 = _____
33) 38 × 5 = _____
34) 56 × 5 = _____
35) 71 × 5 = _____

Addition near 100

36) 99 + 44 = _____
37) 103 + 29 = _____
38) 108 + 35 = _____
39) 95 + 25 = _____
40) 98 + 21 = _____

Add the "nice" numbers to find the sum

41) 9 + 2 + 3 + 1 + 1 + 2 = _____
42) 5 + 7 + 8 + 2 + 8 + 4 = _____
43) 9 + 9 + 9 + 6 + 4 + 9 = _____
44) 5 + 4 + 6 + 4 + 6 + 8 = _____

x10, x100 or x1000, including decimals

45) 5.508 × 100 = _____
46) 72.4 × 1,000 = _____
47) 0.35 × 1,000 = _____
48) 407 × 1,000 = _____
49) 8,005 × 100 = _____

÷10, ÷100 or ÷1000, including decimals

50) 30.6 ÷ 100 = _____
51) 8,036 ÷ 1,000 = _____
52) 0.08 ÷ 10 = _____
53) 0.7 ÷ 10 = _____
54) 600 ÷ 1,000 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 6D worksheet. The teacher should record each student's score and the time taken.

Time: **Score:** **Check Up E**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 Doubling Lg Halving Lg Nice Numbers + Nr 100 – Nr 100 x5 x 50,25 Revision

2 digit numbers x 50

1) 42 × 50 = _____
2) 82 × 50 = _____
3) 50 × 50 = _____
4) 80 × 50 = _____
5) 64 × 50 = _____
6) 67 × 50 = _____
7) 88 × 50 = _____
8) 38 × 50 = _____
9) 25 × 50 = _____

2 digit numbers x 25

10) 40 × 25 = _____
11) 84 × 25 = _____
12) 32 × 25 = _____
13) 28 × 25 = _____
14) 42 × 25 = _____
15) 56 × 25 = _____
16) 68 × 25 = _____
17) 92 × 25 = _____
18) 80 × 25 = _____

Addition near 100

19) 99 + 44 = _____
20) 103 + 29 = _____
21) 108 + 35 = _____
22) 95 + 25 = _____
23) 98 + 21 = _____

Subtraction near 100

24) 140 – 94 = _____
25) 116 – 96 = _____
26) 119 – 103 = _____
27) 136 – 96 = _____
28) 251 – 103 = _____

Add the "nice" numbers to find the sum (cross them off as you add them).

29) 2 + 9 + 4 + 1 + 8 + 5 = _____
30) 4 + 8 + 3 + 8 + 4 + 1 = _____
31) 6 + 6 + 6 + 6 + 3 + 5 = _____
32) 6 + 2 + 5 + 2 + 2 + 8 = _____
33) 8 + 3 + 2 + 3 + 3 + 1 = _____
34) 8 + 4 + 5 + 3 + 5 + 5 = _____

x10, x100 or x1000, including decimals

35) 42.7 × 100 = _____
36) 6.63 × 1,000 = _____
37) 89.003 × 10 = _____

÷10, ÷100 or ÷1000, including decimals

38) 8,521 ÷ 10 = _____
39) 9,757 ÷ 10 = _____
40) 6,073 ÷ 10 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 10D worksheet. The teacher should record each student's score and the time taken.

PROFESSOR PETE'S CLASSROOM

Homework Sheets

PROFESSOR PETE'S CLASSROOM

Homework Sheets

Homework Sheets are designed to be sent home at regular intervals for home-based revision of arithmetic facts. Each sheet includes information for parents to briefly explain the learning strategy being adopted in the classroom, so that parents can offer help to their children that is consistent with what is taught at school.

Suggested Uses:

1. Use homework sheets for reinforcement of learning in class, by sending matching homework sheets home as each strategy is covered in class.
2. Introduce the program of developing fluency in arithmetic facts at a parent evening, open day, or parent-teacher interview, for example. Use the occasion to explain to parents the strategies being adopted in your classroom, and invite parents to assist their child to learn by following the Advice to Parents on each homework sheet.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Information for Parents: Multiplying by 10, 100 or 1,000

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.

68 x 10 = ____

TTh	Th	,	H	T	O	
				6	8	x10
			6	8	0	

68 x 100 = ____

TTh	Th	,	H	T	O	
				6	8	x100
		6	,	8	0	0

68 x 1,000 = ____

TTh	Th	,	H	T	O	
				6	8	x1,000
6	8	,	0	0	0	

Note to parents: It is not recommended to talk of "adding zeroes", since this is not an accurate description of the process. Also it causes problems when numbers with decimals are multiplied. Rather, talk about moving the digits to new locations to make the number bigger by a power of ten.

x 10, x 100, x 1,000

1) 64 × 1,000 = _____
2) 21 × 10 = _____
3) 70 × 10 = _____
4) 31 × 1,000 = _____
5) 20 × 100 = _____
6) 5 × 1,000 = _____
7) 65 × 10 = _____
8) 28 × 100 = _____
9) 41 × 100 = _____
10) 78 × 10 = _____
11) 36 × 10 = _____
12) 31 × 100 = _____
13) 96 × 1,000 = _____
14) 97 × 1,000 = _____
15) 47 × 100 = _____
16) 3 × 1,000 = _____
17) 76 × 1,000 = _____
18) 82 × 100 = _____
19) 89 × 100 = _____
20) 75 × 1,000 = _____

Addition revision

21) 10 + 7 = _____
22) 8 + 4 = _____
23) 3 + 9 = _____
24) 4 + 6 = _____
25) 3 + 8 = _____
26) 9 + 5 = _____
27) 8 + 8 = _____
28) 8 + 5 = _____

Subtraction revision

29) 17 – 8 = _____
30) 14 – 6 = _____
31) 16 – 8 = _____
32) 13 – 8 = _____
33) 8 – 3 = _____
34) 12 – 7 = _____
35) 15 – 7 = _____
36) 10 – 5 = _____

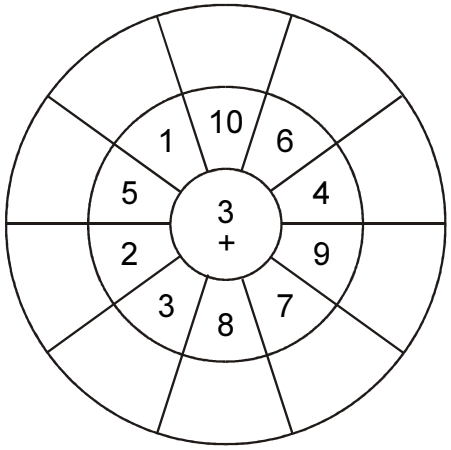
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg		+ Nr 100	x5 Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

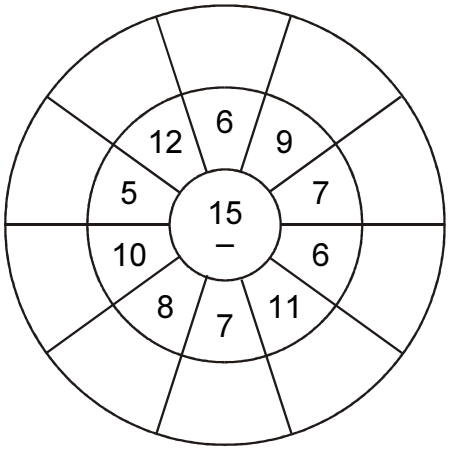
Addition

1)



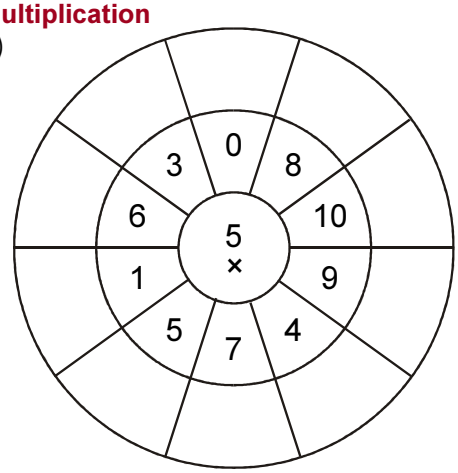
Subtraction

2)

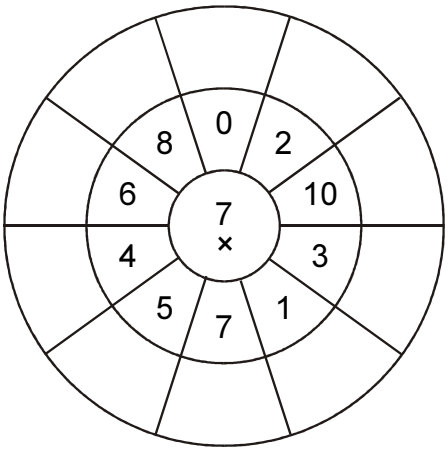


Multiplication

3)

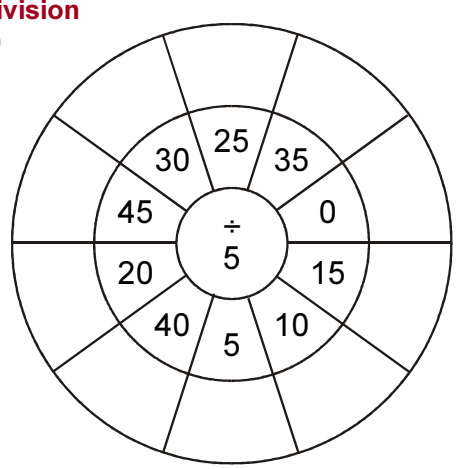


4)

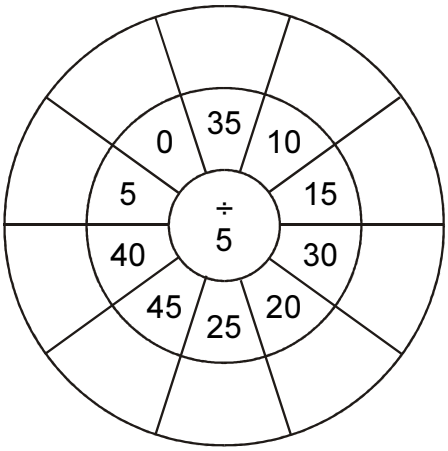


Division

5)



6)



This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

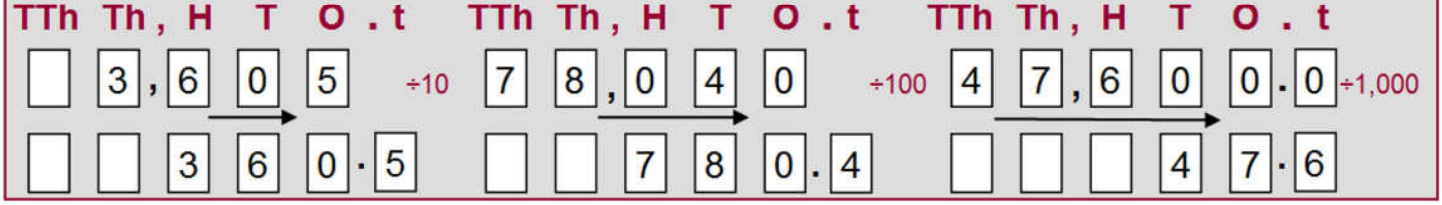
x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Information for Parents: Dividing by 10, 100 or 1,000

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

3,605 ÷ 10 = ____ 78,040 ÷ 100 = ____ 47,600 ÷ 1,000 = ____



Note to parents: It is not recommended to talk of "removing zeroes", since this is not an accurate description of the process and complicates the porces when dealing with decimals. Rather, talk about moving the digits to new locations to make the number smaller by a power of ten.

÷ 10, ÷ 100, ÷ 1000

1) 9,720 ÷ 10 = _____
2) 230 ÷ 10 = _____
3) 5,700 ÷ 100 = _____
4) 7,000 ÷ 1,000 = _____
5) 1,968 ÷ 10 = _____
6) 4,473 ÷ 10 = _____
7) 6,000 ÷ 100 = _____
8) 40,000 ÷ 10 = _____
9) 2,000 ÷ 1,000 = _____
10) 4,651 ÷ 10 = _____
11) 71,000 ÷ 1,000 = _____
12) 79,160 ÷ 10 = _____
13) 66,300 ÷ 100 = _____
14) 26,186 ÷ 10 = _____
15) 77,100 ÷ 100 = _____
16) 97,687 ÷ 10 = _____
17) 15,572 ÷ 10 = _____
18) 70,000 ÷ 100 = _____
19) 48,000 ÷ 10 = _____
20) 72,687 ÷ 10 = _____

Multiplication revision

21) 5 × 4 = _____
22) 10 × 8 = _____
23) 7 × 5 = _____
24) 6 × 5 = _____
25) 4 × 6 = _____
26) 6 × 2 = _____
27) 7 × 7 = _____
28) 5 × 2 = _____

Division revision

29) 21 ÷ 3 = _____
30) 90 ÷ 9 = _____
31) 30 ÷ 3 = _____
32) 15 ÷ 3 = _____
33) 24 ÷ 6 = _____
34) 30 ÷ 5 = _____
35) 10 ÷ 2 = _____
36) 18 ÷ 2 = _____

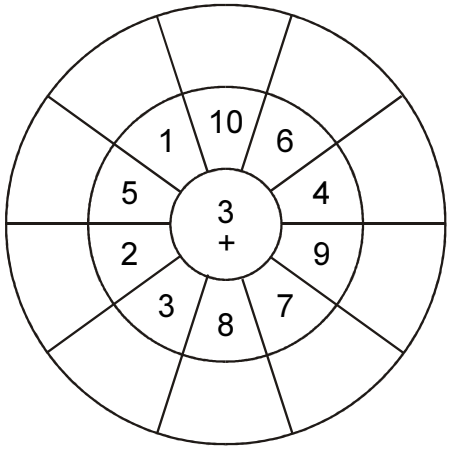
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

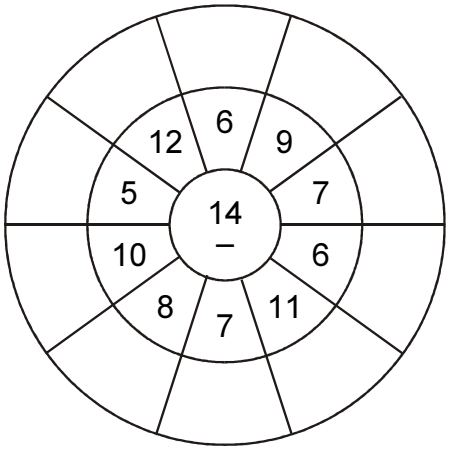
Addition

1)



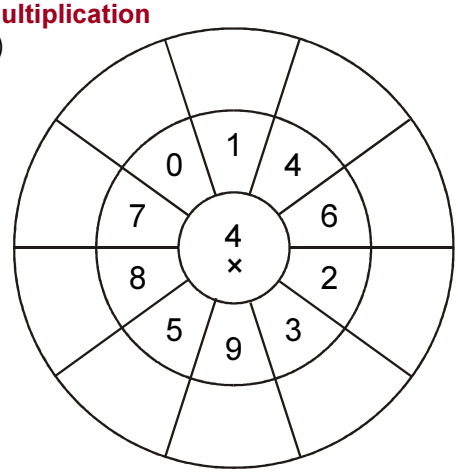
Subtraction

2)

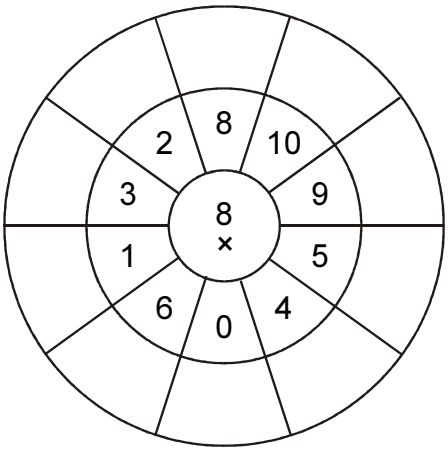


Multiplication

3)

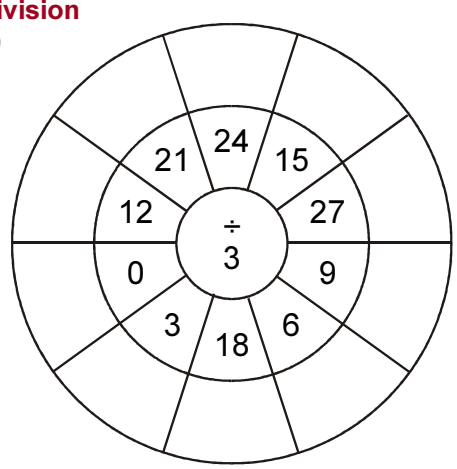


4)

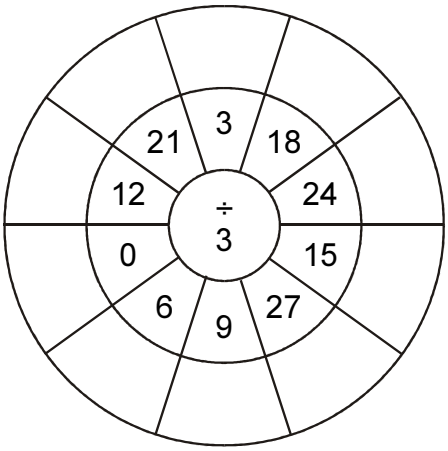


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Information for Parents: Doubling 2-digit Numbers

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 10 × 2 = _____
2) 32 × 2 = _____
3) 11 × 2 = _____
4) 34 × 2 = _____
5) 13 × 2 = _____
6) 21 × 2 = _____
7) 34 × 2 = _____
8) 23 × 2 = _____
9) 44 × 2 = _____
10) 40 × 2 = _____
11) 41 × 2 = _____
12) 43 × 2 = _____
13) 22 × 2 = _____
14) 24 × 2 = _____
15) 11 × 2 = _____
16) 1 × 2 = _____
17) 23 × 2 = _____
18) 12 × 2 = _____
19) 41 × 2 = _____
20) 30 × 2 = _____

Doubling 2-digit numbers with regrouping

Start by doubling the tens. For example, Double 46: double 4 = 8. Try to remember this number. If you need to, you can write the 8 very lightly until you have doubled the ones."
Now double the ones: double 6 = 12. Add the ten to the 8 tens, write "9" (if you wrote "8" softly, write over it with "9"). Then record the remaining ones, "2". Double 46 = 92.

Doubling with regrouping

21) 17 × 2 = _____
22) 39 × 2 = _____
23) 26 × 2 = _____
24) 21 × 2 = _____
25) 27 × 2 = _____
26) 24 × 2 = _____
27) 38 × 2 = _____
28) 18 × 2 = _____
29) 14 × 2 = _____
30) 28 × 2 = _____
31) 24 × 2 = _____
32) 45 × 2 = _____
33) 27 × 2 = _____
34) 42 × 2 = _____
35) 46 × 2 = _____
36) 29 × 2 = _____
37) 47 × 2 = _____
38) 37 × 2 = _____
39) 46 × 2 = _____
40) 43 × 2 = _____

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = _____
42) 39.5 × 10 = _____
43) 102 × 10 = _____
44) 949 × 100 = _____
45) 497 × 100 = _____
46) 64.0 × 10 = _____
47) 126 × 1,000 = _____
48) 46.1 × 100 = _____
49) 878 × 1,000 = _____
50) 7.2 × 10 = _____

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg		+ Nr 100	x5 Revision

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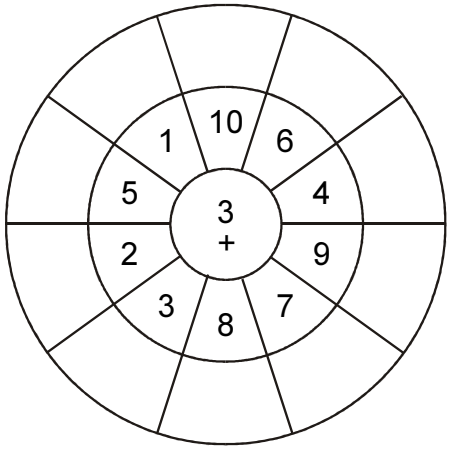
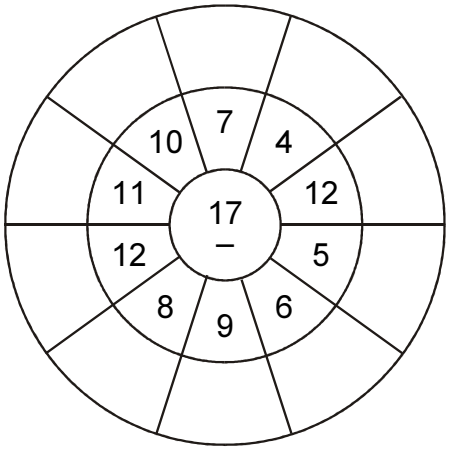
Addition

1)



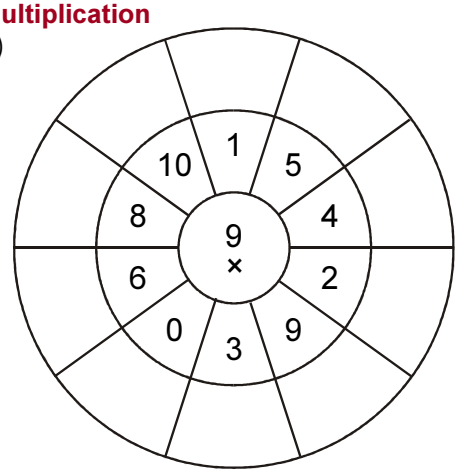
Subtraction

2)

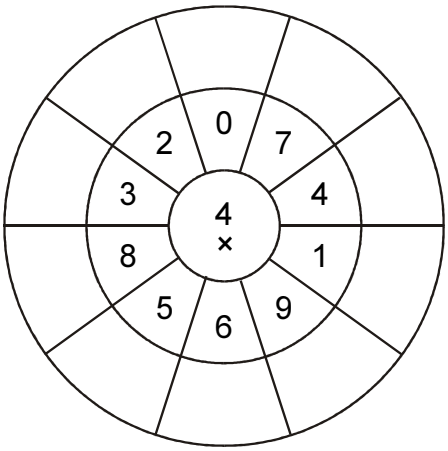


Multiplication

3)

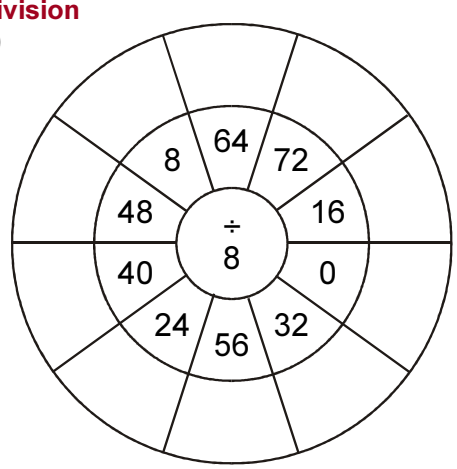


4)

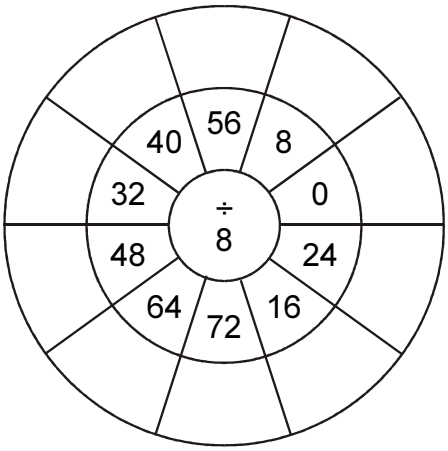


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Information for Parents: Halving 2-digit Numbers

Halving 2-digit numbers
Being able to halve a number is often useful, for example when simplifying common fractions, Sharing money etc.

Halving 2-digit numbers without regrouping
Halve the tens, then halve the ones.
For example, halve 48: Half 4 (tens) + half 8 (ones) = 2 tens + 4 ones = 24.

Halve these numbers

1) 20 ÷ 2 = _____ 2) 23 ÷ 2 = _____ 11) 40 ÷ 2 = _____ 12) 24 ÷ 2 = _____

3) 44 ÷ 2 = _____ 4) 24 ÷ 2 = _____ 13) 30 ÷ 2 = _____ 14) 41 ÷ 2 = _____

5) 42 ÷ 2 = _____ 6) 30 ÷ 2 = _____ 15) 34 ÷ 2 = _____ 16) 42 ÷ 2 = _____

7) 10 ÷ 2 = _____ 8) 12 ÷ 2 = _____ 17) 22 ÷ 2 = _____ 18) 13 ÷ 2 = _____

9) 22 ÷ 2 = _____ 10) 32 ÷ 2 = _____ 19) 32 ÷ 2 = _____ 20) 20 ÷ 2 = _____

Halving 2-digit numbers with regrouping
Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

21) 46 ÷ 2 = _____ 22) 66 ÷ 2 = _____ 31) 52 ÷ 2 = _____ 32) 14 ÷ 2 = _____

23) 72 ÷ 2 = _____ 24) 84 ÷ 2 = _____ 33) 72 ÷ 2 = _____ 34) 76 ÷ 2 = _____

25) 36 ÷ 2 = _____ 26) 32 ÷ 2 = _____ 35) 54 ÷ 2 = _____ 36) 58 ÷ 2 = _____

27) 52 ÷ 2 = _____ 28) 20 ÷ 2 = _____ 37) 46 ÷ 2 = _____ 38) 28 ÷ 2 = _____

29) 14 ÷ 2 = _____ 30) 62 ÷ 2 = _____ 39) 56 ÷ 2 = _____ 40) 62 ÷ 2 = _____

Double these numbers

41) 444 × 2 = _____ 45) 380 × 2 = _____ 49) 714 × 2 = _____

42) 281 × 2 = _____ 46) 218 × 2 = _____ 50) 749 × 2 = _____

43) 534 × 2 = _____ 47) 721 × 2 = _____ 51) 476 × 2 = _____

44) 737 × 2 = _____ 48) 299 × 2 = _____ 52) 752 × 2 = _____

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Homework — Number Fact Revision: 4 [B]

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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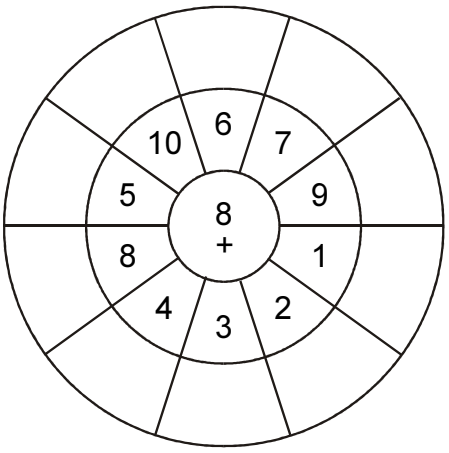
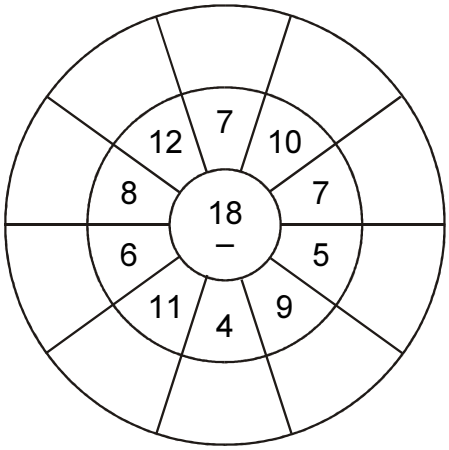
Addition

1)



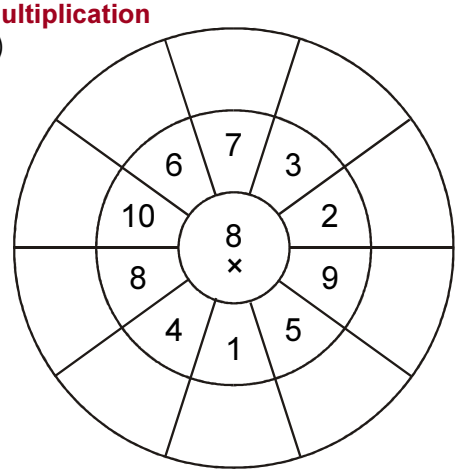
Subtraction

2)

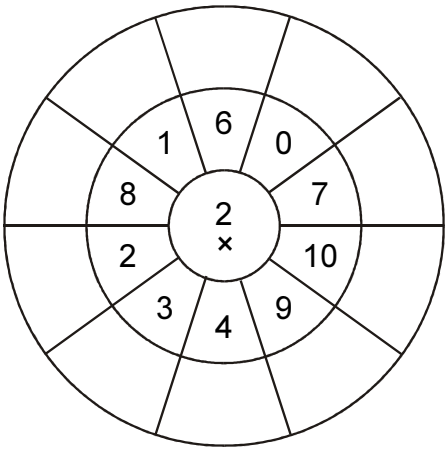


Multiplication

3)

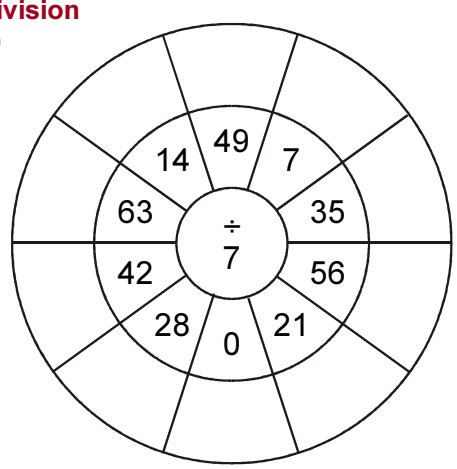


4)

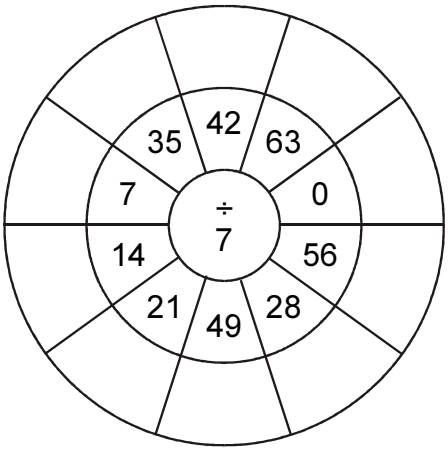


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg		+ Nr 100	x5	Revision

Information for Parents: Adding "Nice" Numbers

Adding pairs of "nice" numbers:

When mentally adding a set of numbers, proficient thinkers will look for numbers which add easily together. These pairs will usually be two numbers whose sum is 10 or 100.

Cross off the numbers as they are added so as not to get confused.

For example: ~~7~~ + 6 + ~~8~~ + ~~2~~ + ~~3~~ = 20 + 6 = 26 (10, 10)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 3 + 7 + 5 + 1 + 9 = _____
2) 1 + 8 + 9 + 2 + 9 = _____
3) 2 + 8 + 7 + 3 + 7 = _____
4) 5 + 1 + 5 + 1 + 9 = _____
5) 5 + 1 + 8 + 5 + 2 = _____
6) 7 + 3 + 8 + 2 + 8 = _____
7) 30 + 70 + 50 + 40 + 10 = _____
8) 60 + 90 + 40 + 10 + 30 = _____
9) 80 + 10 + 90 + 40 + 20 = _____
10) 6 + 2 + 9 + 8 + 4 = _____

Halve these numbers

11) 818 ÷ 2 = _____
12) 122 ÷ 2 = _____
13) 902 ÷ 2 = _____
14) 136 ÷ 2 = _____
15) 82 ÷ 2 = _____
16) 348 ÷ 2 = _____
17) 502 ÷ 2 = _____
18) 760 ÷ 2 = _____
19) 368 ÷ 2 = _____
20) 668 ÷ 2 = _____
21) 202 ÷ 2 = _____
22) 196 ÷ 2 = _____
23) 644 ÷ 2 = _____
24) 920 ÷ 2 = _____
25) 496 ÷ 2 = _____

Double these numbers

26) 355 × 2 = _____
31) 600 × 2 = _____
36) 725 × 2 = _____
27) 907 × 2 = _____
32) 401 × 2 = _____
37) 148 × 2 = _____
28) 382 × 2 = _____
33) 663 × 2 = _____
38) 205 × 2 = _____
29) 852 × 2 = _____
34) 312 × 2 = _____
39) 550 × 2 = _____
30) 476 × 2 = _____
35) 840 × 2 = _____
40) 891 × 2 = _____

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Homework — Number Fact Revision: 5 [B]

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg		+ Nr 100	x5 Revision

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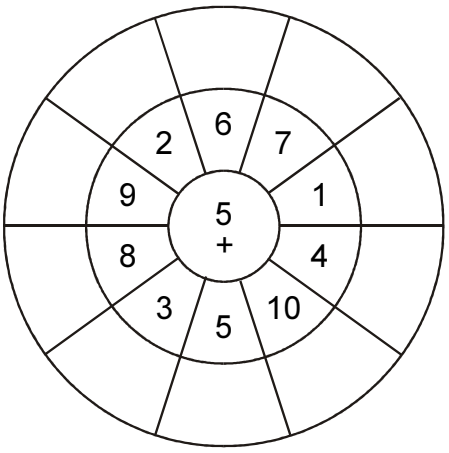
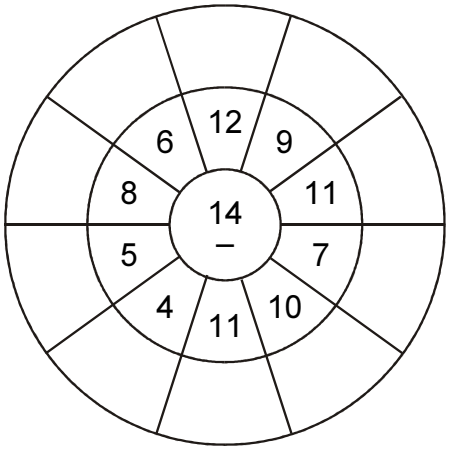
Addition

1)



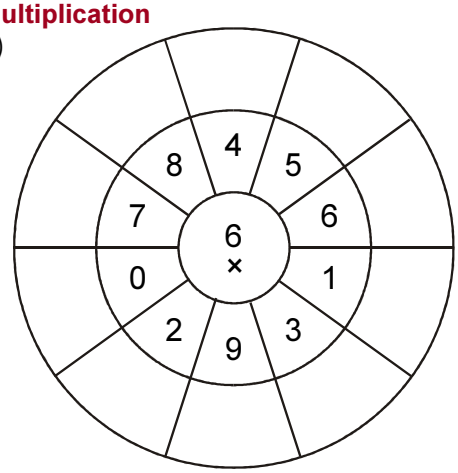
Subtraction

2)

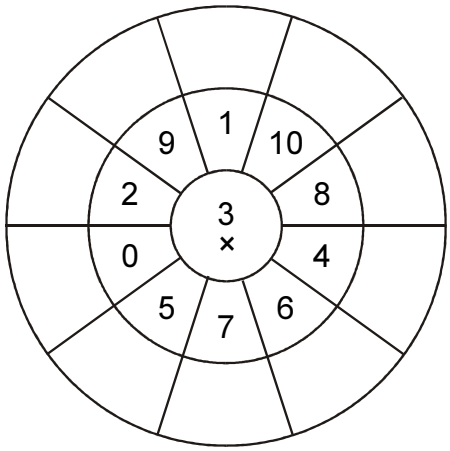


Multiplication

3)

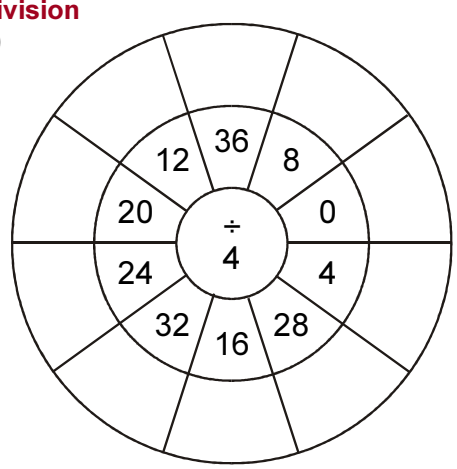


4)

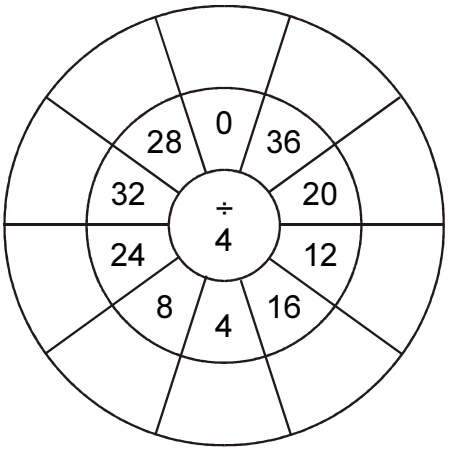


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Information for Parents: Adding Near 100 Numbers

Adding near 100:

When adding near 100 numbers, a "compensation" method can often be used.

For example: 97 + 26 = (100 + 26) – 3 = (126 – 3) = 123

As 97 is 3 less than 100, add 100 then take 3 off the answer.

Addition near 100

1) 97 + 39 = _____	6) 93 + 25 = _____	11) 95 + 35 = _____
2) 96 + 42 = _____	7) 95 + 12 = _____	12) 94 + 39 = _____
3) 97 + 21 = _____	8) 98 + 26 = _____	13) 99 + 31 = _____
4) 97 + 11 = _____	9) 99 + 40 = _____	14) 95 + 32 = _____
5) 97 + 26 = _____	10) 96 + 39 = _____	15) 98 + 17 = _____

Halve these numbers

16) 176 ÷ 2 = _____	17) 624 ÷ 2 = _____	18) 790 ÷ 2 = _____
19) 986 ÷ 2 = _____	20) 556 ÷ 2 = _____	21) 22 ÷ 2 = _____
22) 494 ÷ 2 = _____	23) 440 ÷ 2 = _____	24) 910 ÷ 2 = _____
25) 804 ÷ 2 = _____	26) 870 ÷ 2 = _____	27) 318 ÷ 2 = _____
28) 704 ÷ 2 = _____	29) 452 ÷ 2 = _____	30) 100 ÷ 2 = _____

Double these numbers

31) 121 × 2 = _____	35) 651 × 2 = _____	39) 626 × 2 = _____
32) 760 × 2 = _____	36) 353 × 2 = _____	40) 811 × 2 = _____
33) 874 × 2 = _____	37) 876 × 2 = _____	41) 444 × 2 = _____
34) 633 × 2 = _____	38) 176 × 2 = _____	42) 580 × 2 = _____

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PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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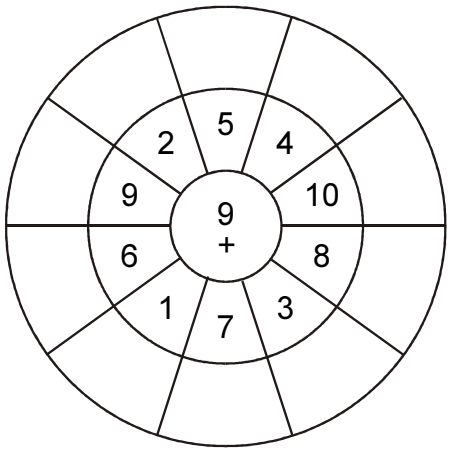
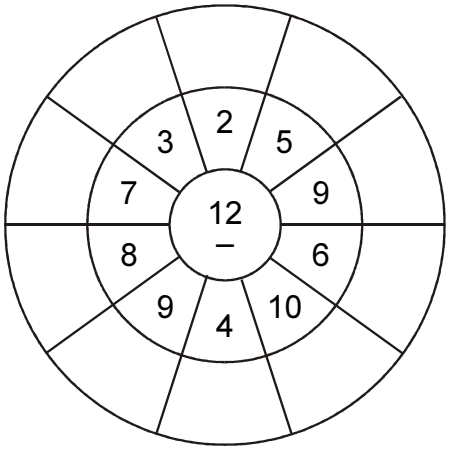
Addition

1)



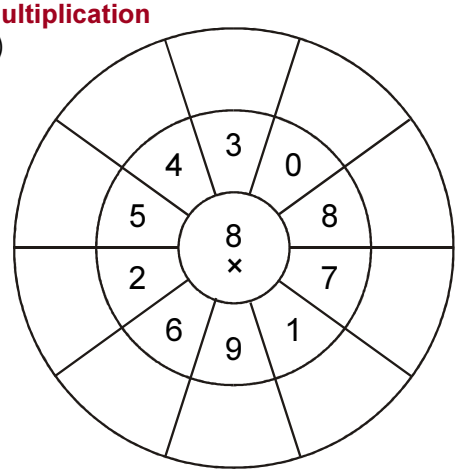
Subtraction

2)

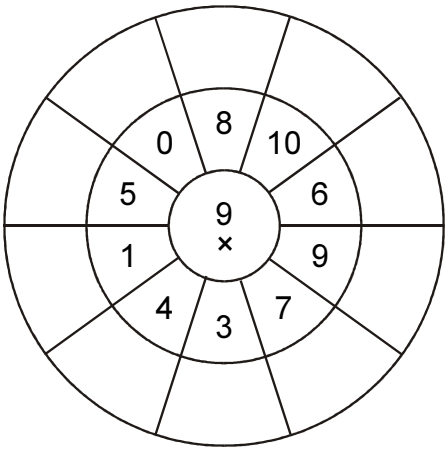


Multiplication

3)

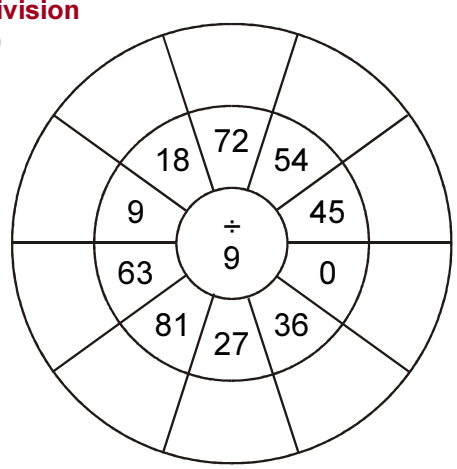


4)

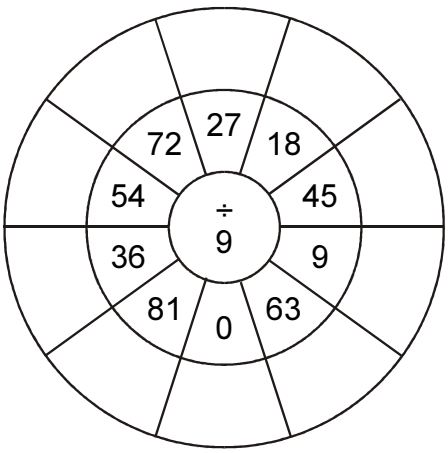


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

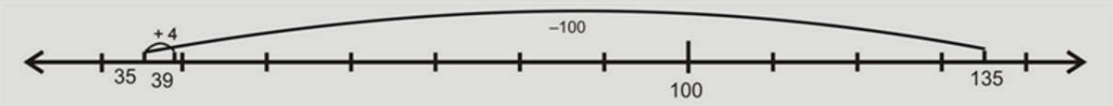
x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Information for Parents: Subtracting Near 100 Numbers

Subtracting near 100:

When subtracting a number just less than 100, we can first take away 100, then compensate by adding the difference.

For example: 135 - 96 = (135 - 100) + 4 = 35 + 4 = 39



Subtraction near 100

1) 138 – 99 = _____
2) 120 – 98 = _____
3) 127 – 96 = _____
4) 115 – 97 = _____
5) 138 – 94 = _____
6) 135 – 97 = _____
7) 127 – 95 = _____
8) 135 – 96 = _____
9) 116 – 92 = _____
10) 132 – 96 = _____
11) 143 – 92 = _____
12) 109 – 95 = _____
13) 137 – 97 = _____
14) 118 – 98 = _____
15) 125 – 91 = _____

Addition near 100

16) 196 + 41 = _____
17) 103 + 36 = _____
18) 299 + 41 = _____
19) 404 + 14 = _____
20) 100 + 24 = _____
21) 105 + 34 = _____
22) 591 + 13 = _____
23) 198 + 24 = _____
24) 94 + 12 = _____
25) 306 + 26 = _____
26) 96 + 25 = _____
27) 95 + 23 = _____
28) 107 + 10 = _____
29) 206 + 36 = _____
30) 91 + 20 = _____

Double these numbers

31) 329 × 2 = _____
32) 325 × 2 = _____
33) 493 × 2 = _____
34) 208 × 2 = _____
35) 744 × 2 = _____
36) 330 × 2 = _____
37) 622 × 2 = _____
38) 842 × 2 = _____
39) 226 × 2 = _____

Multiplication

40) 9 × 6 = _____
41) 7 × 5 = _____
42) 7 × 7 = _____
43) 8 × 5 = _____
44) 10 × 9 = _____
45) 5 × 5 = _____

Division

46) 64 ÷ 8 = _____
47) 54 ÷ 6 = _____
48) 36 ÷ 6 = _____
49) 45 ÷ 5 = _____
50) 72 ÷ 8 = _____
51) 60 ÷ 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

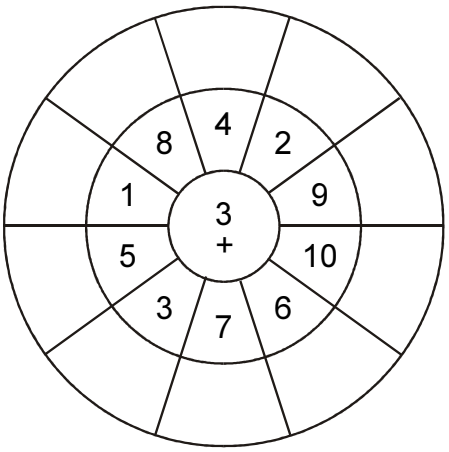
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

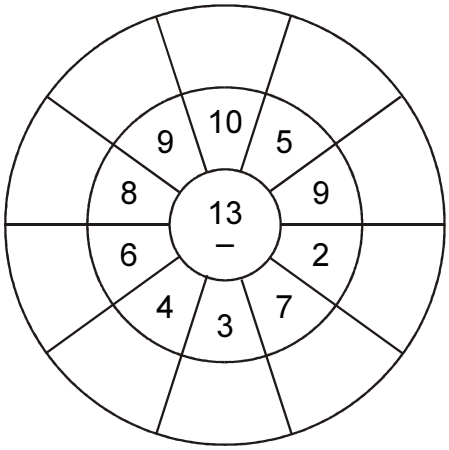
Addition

1)



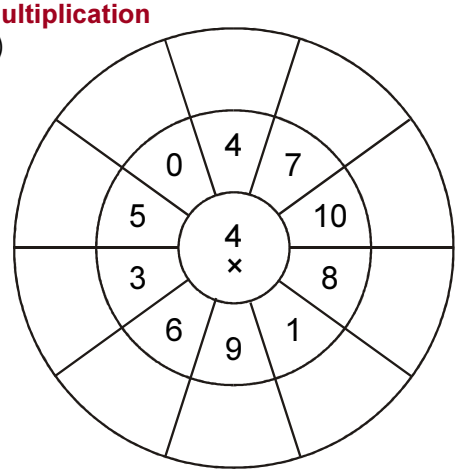
Subtraction

2)

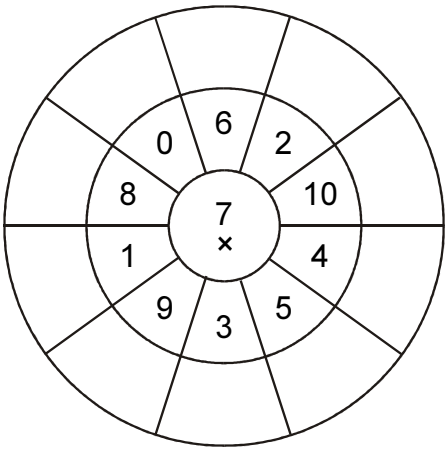


Multiplication

3)

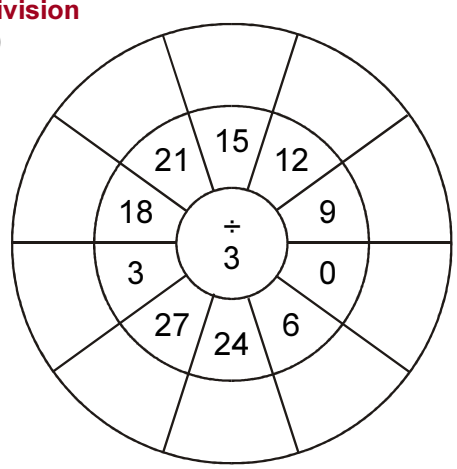


4)

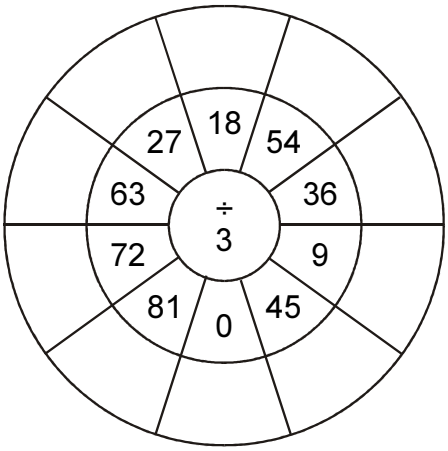


Division

5)



6)



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Homework **Multiplying 2- & 3-digit numbers by 5: 8 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

Information for Parents: Multiplying 2-digit numbers by 5

Multiplying 2-digit numbers by 5

We can use the same strategy we used for the x5 number facts: multiply the number by 10 first, then halve it.
For example, 37 x 5: 37 x 10 = 370. Half of 370 = 185 38 x 5 = 185

2 digit numbers x 5

1) 42 × 10 = _____
2) 42 × 5 = _____
3) 85 × 10 = _____
4) 85 × 5 = _____
5) 68 × 5 = _____
6) 67 × 5 = _____
7) 74 × 5 = _____
8) 90 × 5 = _____
9) 88 × 5 = _____
10) 64 × 5 = _____
11) 49 × 5 = _____
12) 84 × 5 = _____
13) 56 × 5 = _____
14) 62 × 5 = _____
15) 98 × 5 = _____
16) 94 × 5 = _____
17) 88 × 5 = _____
18) 36 × 5 = _____
19) 58 × 5 = _____
20) 29 × 5 = _____

3 digit numbers x 5

21) 450 × 10 = _____
22) 450 × 5 = _____
23) 262 × 10 = _____
24) 262 × 5 = _____
25) 520 × 5 = _____
26) 412 × 5 = _____
27) 818 × 5 = _____
28) 644 × 5 = _____
29) 968 × 5 = _____
30) 130 × 5 = _____
31) 886 × 5 = _____
32) 844 × 5 = _____

Subtraction near 100

33) 126 – 108 = _____
34) 122 – 105 = _____
35) 138 – 104 = _____
36) 112 – 93 = _____
37) 134 – 106 = _____
38) 144 – 107 = _____
39) 211 – 98 = _____
40) 129 – 99 = _____
41) 344 – 92 = _____
42) 137 – 94 = _____
43) 126 – 106 = _____
44) 113 – 96 = _____
45) 514 – 100 = _____
46) 140 – 100 = _____
47) 127 – 98 = _____

Multiplication

48) 5 × 5 = _____
49) 9 × 8 = _____
50) 10 × 5 = _____
51) 9 × 9 = _____
52) 10 × 6 = _____
53) 10 × 7 = _____
54) 9 × 5 = _____
55) 6 × 7 = _____

Division

56) 64 ÷ 8 = _____
57) 50 ÷ 5 = _____
58) 40 ÷ 8 = _____
59) 80 ÷ 8 = _____
60) 35 ÷ 5 = _____
61) 60 ÷ 6 = _____
62) 49 ÷ 7 = _____
63) 25 ÷ 5 = _____

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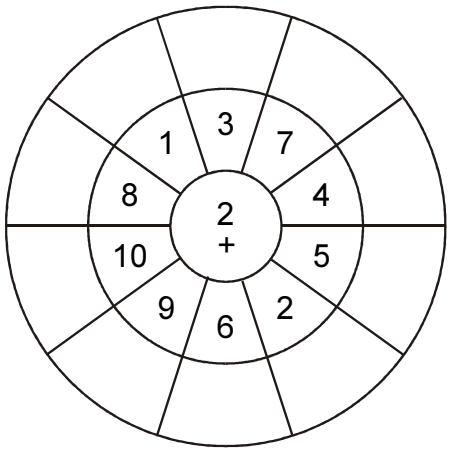
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

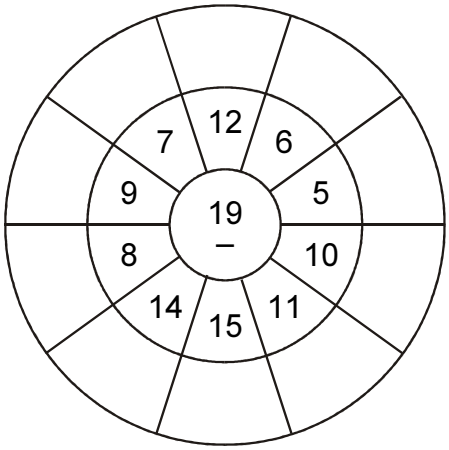
Addition

1)



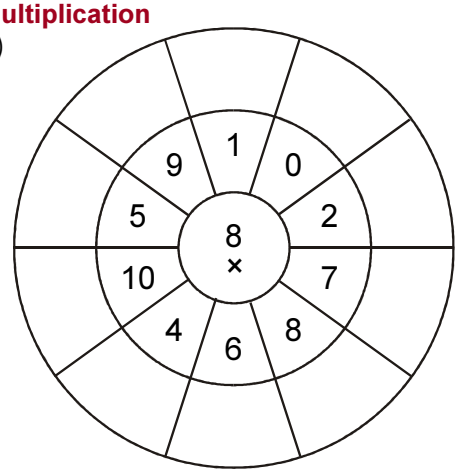
Subtraction

2)

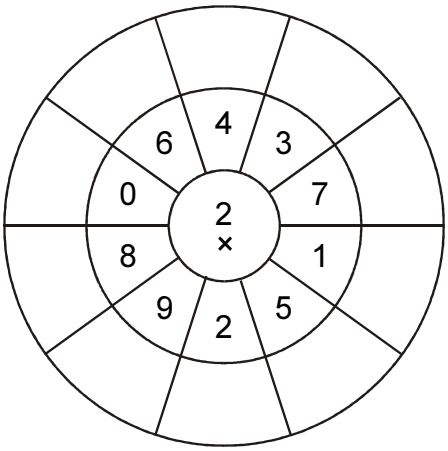


Multiplication

3)

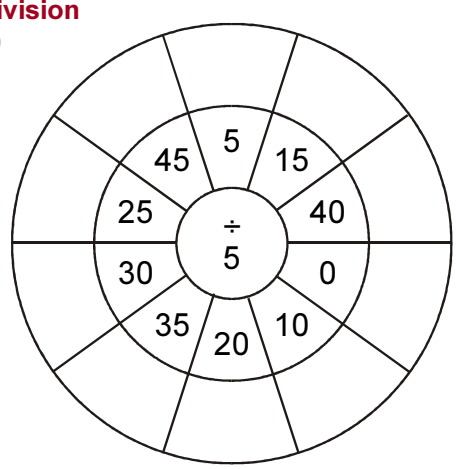


4)

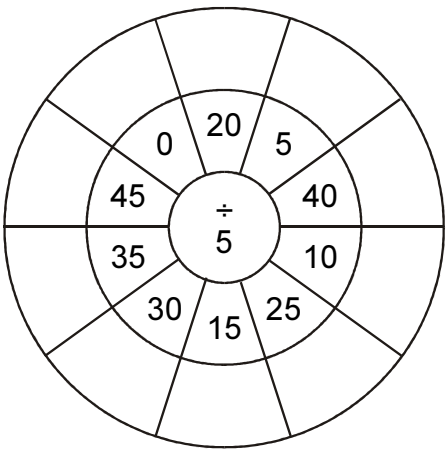


Division

5)



6)



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Homework **Multiplying Larger Numbers x 50: 9 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision	

Information for Parents: Multiply Large Numbers x 50

Multiplying 2-digit numbers x 50

Multiplying by 50 is quite easy to do, seeing that it is one half of 100.
Multiplying by 50 can be done by multiplying by 100 then halving the result, or in the opposite order, halve the other number first, then multiply by 100.
For example, 62 x 50 = (62 x 100) ÷ 2 = 6200 ÷ 2 = 3100
or: 62 x 50 = (62 ÷ 2) x 100 = 31 x 100 = 3100

2 digit numbers x 50

1) 42 × 100 = _____
2) 42 × 50 = _____
3) 82 × 100 = _____
4) 82 × 50 = _____
5) 84 × 50 = _____
6) 32 × 50 = _____
7) 93 × 50 = _____
8) 86 × 50 = _____
9) 27 × 50 = _____
10) 23 × 50 = _____
11) 35 × 50 = _____
12) 43 × 50 = _____
13) 68 × 50 = _____
14) 88 × 50 = _____
15) 76 × 50 = _____

Double these numbers

16) 793 × 2 = _____
17) 702 × 2 = _____
18) 785 × 2 = _____
19) 110 × 2 = _____
20) 136 × 2 = _____
21) 672 × 2 = _____
22) 401 × 2 = _____
23) 595 × 2 = _____
24) 203 × 2 = _____
25) 407 × 2 = _____
26) 307 × 2 = _____
27) 238 × 2 = _____

Addition revision

28) 5 + 6 = _____
29) 5 + 7 = _____
30) 9 + 9 = _____
31) 9 + 8 = _____
32) 10 + 4 = _____
33) 3 + 4 = _____
34) 6 + 7 = _____
35) 9 + 5 = _____
36) 8 + 6 = _____
37) 3 + 9 = _____

Subtraction revision

38) 11 – 4 = _____
39) 16 – 9 = _____
40) 16 – 8 = _____
41) 14 – 9 = _____
42) 13 – 8 = _____
43) 13 – 7 = _____
44) 12 – 5 = _____
45) 17 – 8 = _____
46) 11 – 5 = _____
47) 12 – 4 = _____

Multiplication

48) 9 × 6 = _____
49) 9 × 9 = _____
50) 10 × 6 = _____
51) 6 × 7 = _____
52) 10 × 5 = _____
53) 5 × 8 = _____

Division

54) 80 ÷ 8 = _____
55) 45 ÷ 9 = _____
56) 72 ÷ 8 = _____
57) 90 ÷ 9 = _____
58) 70 ÷ 7 = _____
59) 30 ÷ 6 = _____

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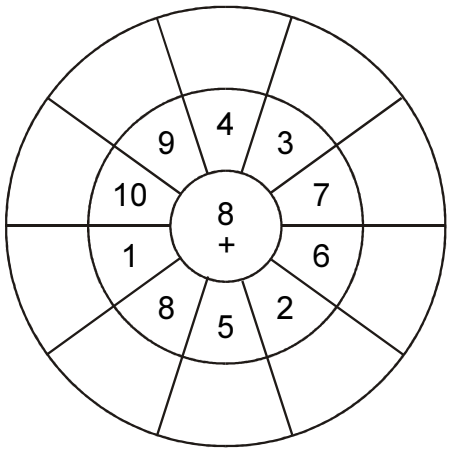
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

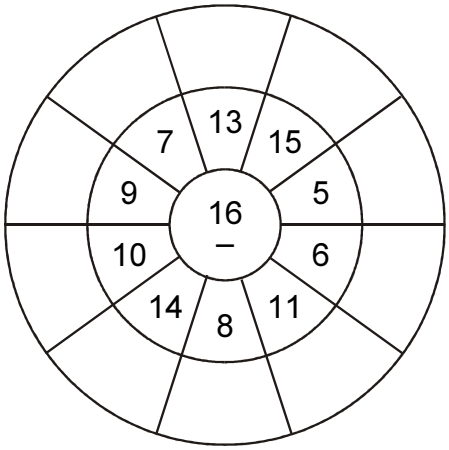
Addition

1)



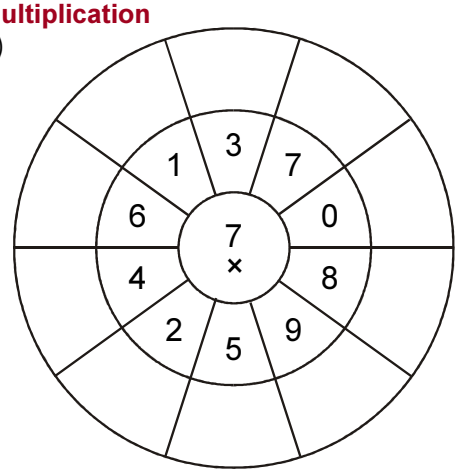
Subtraction

2)

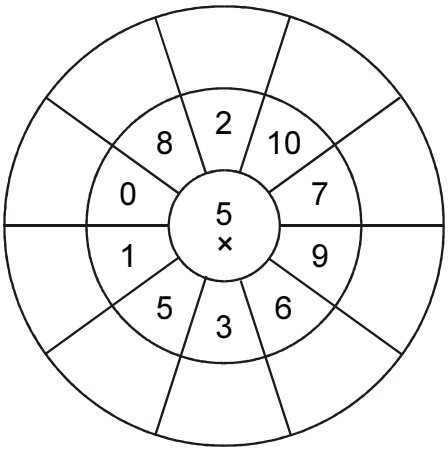


Multiplication

3)

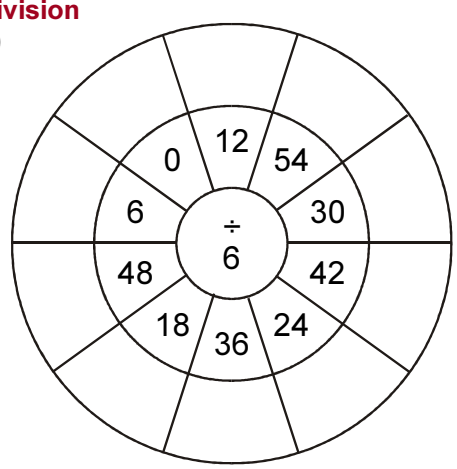


4)

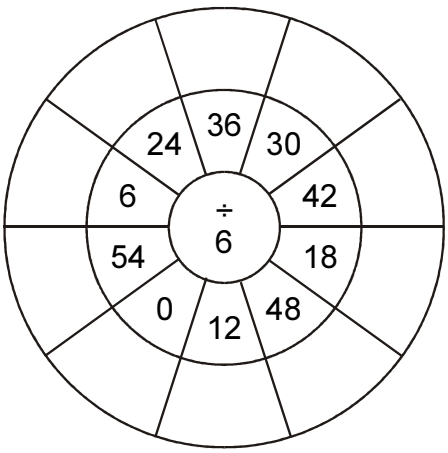


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 x5 | x 50,25 Revision

Multiply these numbers including decimals

1) 8.59 × 100 = _____
2) 2.00 × 1,000 = _____
3) 660 × 10 = _____
4) 426 × 1,000 = _____
5) 0.4 × 100 = _____
6) 0.604 × 100 = _____
7) 0.509 × 10 = _____
8) 975 × 1,000 = _____
9) 95.8 × 100 = _____
10) 325 × 1,000 = _____

2 digit numbers x 25

11) 50 × 25 = _____
12) 82 × 25 = _____
13) 96 × 25 = _____
14) 44 × 25 = _____
15) 40 × 25 = _____
16) 28 × 25 = _____
17) 70 × 25 = _____
18) 80 × 25 = _____
19) 64 × 25 = _____

2 digit numbers x 50

20) 41 × 50 = _____
21) 46 × 50 = _____
22) 25 × 50 = _____
23) 74 × 50 = _____
24) 92 × 50 = _____
25) 78 × 50 = _____
26) 49 × 50 = _____
27) 33 × 50 = _____
28) 76 × 50 = _____

Add the nice numbers to find the sum (cross them off as you add them).

29) 3 + 7 + 7 + 2 + 8 + 4 = _____
30) 3 + 7 + 3 + 4 + 2 + 8 = _____
31) 5 + 6 + 3 + 5 + 5 + 9 = _____
32) 4 + 6 + 5 + 6 + 9 + 5 = _____
33) 3 + 5 + 6 + 2 + 3 + 6 = _____
34) 5 + 2 + 4 + 1 + 1 + 7 = _____
35) 4 + 3 + 8 + 4 + 2 + 2 = _____
36) 2 + 7 + 6 + 9 + 8 + 3 = _____

Addition revision

37) 5 + 8 = _____
38) 4 + 4 = _____
39) 8 + 4 = _____
40) 4 + 5 = _____
41) 3 + 4 = _____
42) 7 + 7 = _____
43) 10 + 7 = _____
44) 4 + 9 = _____

Subtraction revision

45) 18 – 9 = _____
46) 10 – 5 = _____
47) 17 – 8 = _____
48) 8 – 2 = _____
49) 15 – 7 = _____
50) 14 – 6 = _____
51) 17 – 9 = _____
52) 10 – 2 = _____

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PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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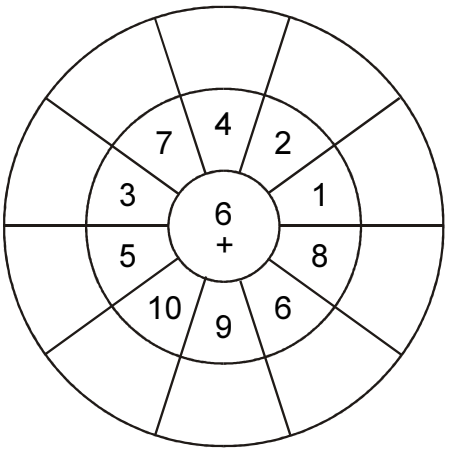
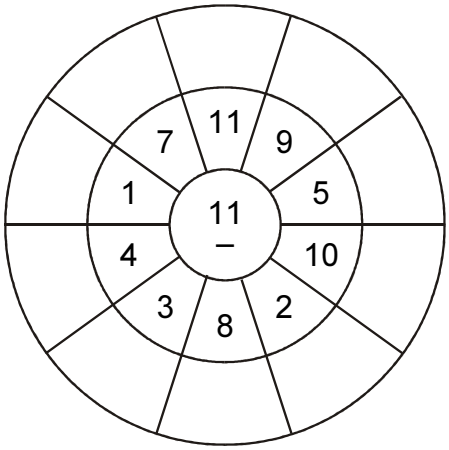
Addition

1)



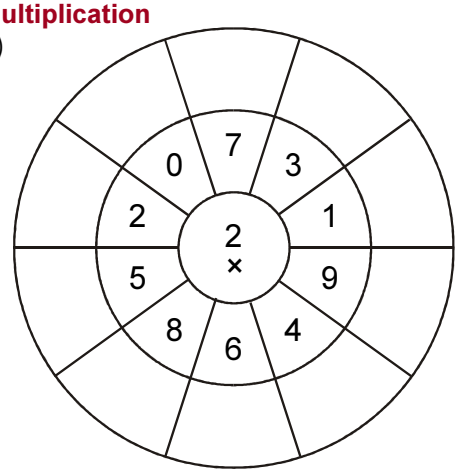
Subtraction

2)

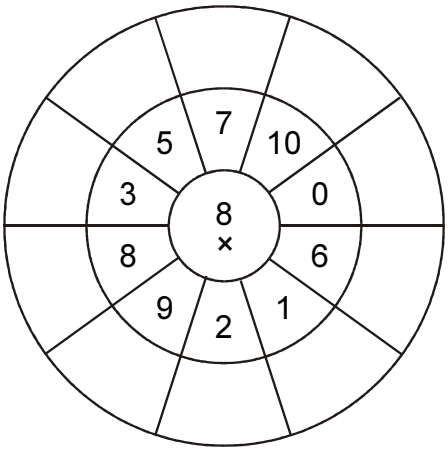


Multiplication

3)

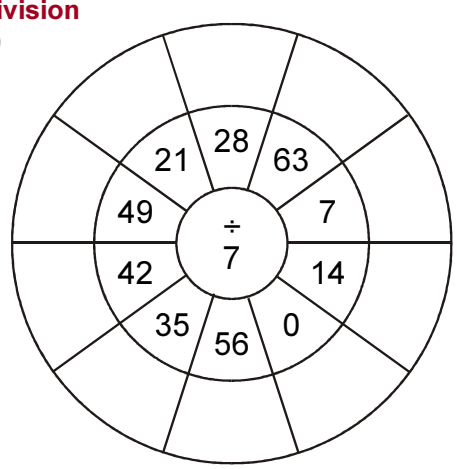


4)

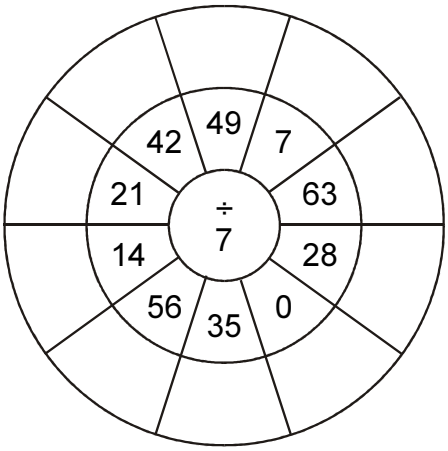


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

Answer Keys

PROFESSOR PETE'S CLASSROOM

Answer Keys

Answer Keys are provided for all worksheets in this eBook. Each Answer Key is identified by the title in the header of the page, which is identical to the relevant worksheet.

Suggested Uses:

1. Put the complete set of answer keys in a folder for students to take when marking their own work.
2. Display the relevant answer key on a data projector, with or without an interactive whiteboard, to display the answers to students as they mark each other's responses.

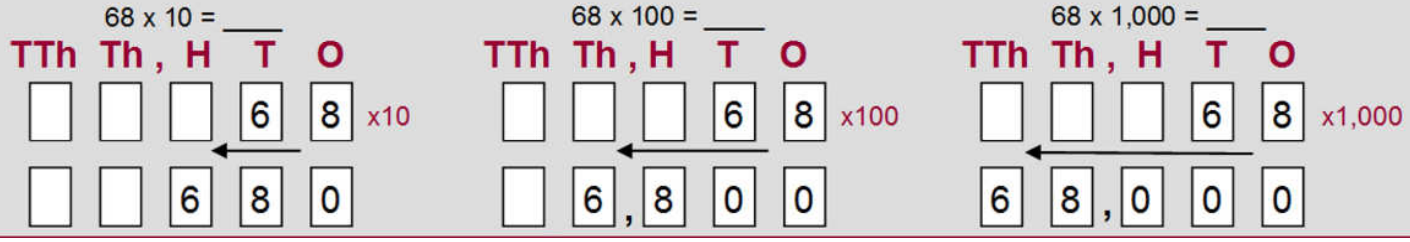
Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.



Note to teachers: It is not recommended to talk of "adding zeroes", since this is not an accurate description of the process. Also it causes problems when numbers with decimals are multiplied. Rather, talk about moving the digits to new locations to make the number bigger by a power of ten.

x 10, x 100, x 1,000

1) 66 × 10 = 660
2) 24 × 100 = 2,400
3) 47 × 1,000 = 47,000
4) 45 × 100 = 4,500
5) 48 × 100 = 4,800
6) 56 × 10 = 560
7) 32 × 100 = 3,200
8) 91 × 1,000 = 91,000
9) 15 × 10 = 150
10) 45 × 1,000 = 45,000
11) 1 × 1,000 = 1,000
12) 98 × 100 = 9,800
13) 85 × 10 = 850
14) 25 × 1,000 = 25,000
15) 26 × 10 = 260
16) 84 × 100 = 8,400
17) 51 × 1,000 = 51,000
18) 37 × 100 = 3,700
19) 45 × 10 = 450
20) 81 × 1,000 = 81,000

Addition revision

21) 6 + 5 = 11
22) 9 + 8 = 17
23) 4 + 6 = 10
24) 5 + 8 = 13
25) 7 + 4 = 11
26) 9 + 4 = 13
27) 5 + 5 = 10
28) 4 + 5 = 9
29) 3 + 5 = 8
30) 10 + 7 = 17

Subtraction revision

31) 10 – 5 = 5
32) 9 – 4 = 5
33) 17 – 9 = 8
34) 14 – 6 = 8
35) 9 – 2 = 7
36) 12 – 4 = 8
37) 17 – 8 = 9
38) 11 – 3 = 8
39) 16 – 8 = 8
40) 18 – 9 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

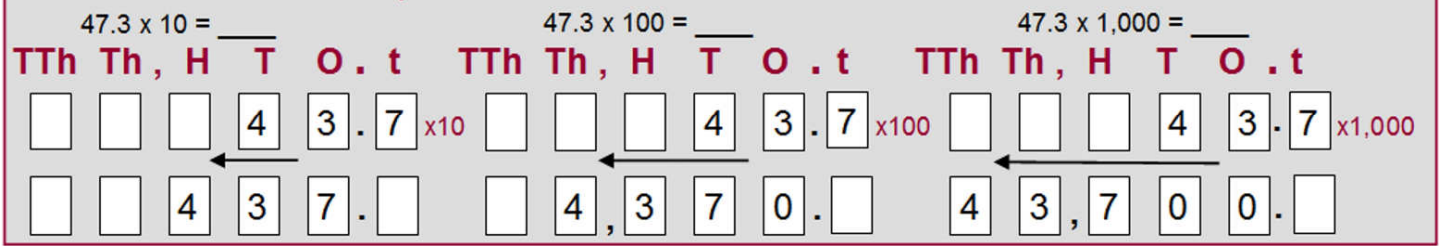
Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.



x 10, x 100, x 1,000

1) 78.9 × 100 = 7,890.0
2) 942 × 10 = 9,420
3) 80.4 × 10 = 804.0
4) 50.4 × 100 = 5,040.0
5) 78.5 × 10 = 785.0
6) 80.2 × 10 = 802.0
7) 997 × 100 = 99,700
8) 83.1 × 1,000 = 83,100.0
9) 72.0 × 100 = 7,200.0
10) 2.9 × 10 = 29.0
11) 94.6 × 100 = 9,460.0
12) 908 × 100 = 90,800
13) 87.1 × 100 = 8,710.0
14) 50.5 × 10 = 505.0
15) 570 × 1,000 = 570,000
16) 38 × 1,000 = 38,000
17) 12.1 × 100 = 1,210.0
18) 31.0 × 1,000 = 31,000.0
19) 95 × 1,000 = 95,000
20) 356 × 100 = 35,600

Addition revision

21) 5 + 7 = 12
22) 5 + 5 = 10
23) 7 + 4 = 11
24) 5 + 4 = 9
25) 8 + 4 = 12
26) 10 + 7 = 17

Subtraction revision

33) 11 – 4 = 7
34) 18 – 9 = 9
35) 16 – 7 = 9
36) 10 – 4 = 6
37) 9 – 3 = 6
38) 12 – 6 = 6

Multiplication revision

27) 8 × 9 = 72
28) 10 × 5 = 50
29) 9 × 7 = 63
30) 5 × 8 = 40
31) 5 × 7 = 35
32) 4 × 7 = 28

Division revision

39) 36 ÷ 4 = 9
40) 48 ÷ 6 = 8
41) 72 ÷ 9 = 8
42) 36 ÷ 6 = 6
43) 54 ÷ 6 = 9
44) 72 ÷ 8 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.

3.59 x 10 = ____

H	T	O	.	t	h	
		3	·	5	9	x10
	3	5	·	9		

3.59 x 100 = ____

H	T	O	.	t	h	
		0	·	9	1	x100
	9	1	·			

3.59 x 1,000 = ____

H	T	O	.	t	h	th	
		0	·	0	2	3	x1,000
	2	3	·				

x 10, x 100, x 1,000

1) 9.49 × 100 = 949.00
2) 2.66 × 10 = 26.60
3) 60.8 × 1,000 = 60,800.0
4) 77.6 × 100 = 7,760.0
5) 9.22 × 100 = 922.00
6) 521 × 10 = 5,210
7) 951 × 100 = 95,100
8) 6.17 × 1,000 = 6,170.00
9) 275 × 10 = 2,750
10) 37.8 × 1,000 = 37,800.0
11) 49.3 × 10 = 493.0
12) 0.338 × 100 = 33.800
13) 635 × 1,000 = 635,000
14) 7.254 × 1,000 = 7,254.000
15) 4.44 × 1,000 = 4,440.00
16) 36.6 × 10 = 366.0
17) 2.97 × 100 = 297.00
18) 395 × 1,000 = 395,000
19) 3.75 × 100 = 375.00
20) 746 × 100 = 74,600

Addition revision

21) 5 + 5 = 10
22) 9 + 5 = 14
23) 3 + 6 = 9
24) 6 + 5 = 11
25) 5 + 6 = 11
26) 4 + 5 = 9

Subtraction revision

33) 16 – 8 = 8
34) 14 – 6 = 8
35) 16 – 7 = 9
36) 18 – 9 = 9
37) 17 – 9 = 8
38) 9 – 2 = 7

Multiplication revision

27) 4 × 7 = 28
28) 4 × 5 = 20
29) 6 × 4 = 24
30) 7 × 8 = 56
31) 7 × 7 = 49
32) 10 × 5 = 50

Division revision

39) 28 ÷ 7 = 4
40) 40 ÷ 5 = 8
41) 30 ÷ 3 = 10
42) 36 ÷ 9 = 4
43) 81 ÷ 9 = 9
44) 54 ÷ 9 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying by 10, 100 or 1,000: 1 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

x 10, x 100, x 1,000

1) 422 × 10 = 4,220
2) 48.3 × 100 = 4,830.0
3) 561 × 10 = 5,610
4) 7.24 × 10 = 72.40
5) 46.3 × 10 = 463.0
6) 4.41 × 1,000 = 4,410.00
7) 59.2 × 1,000 = 59,200.0
8) 6 × 1,000 = 6,000
9) 91.0 × 10 = 910.0
10) 2.37 × 1,000 = 2,370.00
11) 669 × 10 = 6,690
12) 7.82 × 10 = 78.20
13) 0.573 × 10 = 5.730
14) 612 × 1,000 = 612,000
15) 564 × 100 = 56,400
16) 29.29 × 100 = 2,929.00
17) 261 × 10 = 2,610
18) 58.1 × 100 = 5,810.0
19) 887 × 1,000 = 887,000
20) 88.3 × 10 = 883.0
21) 9.04 × 10 = 90.40
22) 76.6 × 1,000 = 76,600.0
23) 0.803 × 100 = 80.300
24) 0.17 × 100 = 17.00

Addition revision

25) 10 + 7 = 17
26) 9 + 4 = 13
27) 6 + 9 = 15
28) 9 + 6 = 15
29) 7 + 5 = 12
30) 9 + 7 = 16
31) 8 + 8 = 16
32) 10 + 4 = 14
33) 5 + 5 = 10
34) 9 + 9 = 18

Subtraction revision

45) 16 – 8 = 8
46) 16 – 9 = 7
47) 17 – 8 = 9
48) 13 – 8 = 5
49) 13 – 7 = 6
50) 11 – 2 = 9
51) 14 – 5 = 9
52) 14 – 8 = 6
53) 9 – 2 = 7
54) 11 – 5 = 6

Multiplication revision

35) 7 × 4 = 28
36) 8 × 9 = 72
37) 9 × 9 = 81
38) 10 × 7 = 70
39) 5 × 8 = 40
40) 8 × 8 = 64
41) 4 × 6 = 24
42) 6 × 6 = 36
43) 9 × 8 = 72
44) 5 × 6 = 30

Division revision

55) 30 ÷ 6 = 5
56) 40 ÷ 8 = 5
57) 72 ÷ 8 = 9
58) 32 ÷ 4 = 8
59) 30 ÷ 5 = 6
60) 54 ÷ 6 = 9
61) 42 ÷ 7 = 6
62) 72 ÷ 9 = 8
63) 24 ÷ 3 = 8
64) 35 ÷ 7 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

3,400 ÷ 10 = ____

TTh	Th	,	H	T	O	
	3	,	4	0	0	÷10
			3	4	0	

23,100 ÷ 100 = ____

TTh	Th	,	H	T	O	
2	3	,	1	0	0	÷100
			2	3	1	

34,000 ÷ 1,000 = ____

TTh	Th	,	H	T	O	
3	4	,	0	0	0	÷1,000
				3	4	

Note to teachers: It is not recommended to talk of "removing zeroes", since this is not an accurate description of the process. It also complicates the porces when dealing with decimals. Rather, talk about moving the digits to new locations to make the number smaller by a power of ten.

÷ 10, ÷ 100, ÷ 1000

1) 8,900 ÷ 10 = 890
2) 3,700 ÷ 100 = 37
3) 4,740 ÷ 10 = 474
4) 46,000 ÷ 1,000 = 46
5) 6,200 ÷ 10 = 620
6) 2,500 ÷ 100 = 25
7) 7,000 ÷ 100 = 70
8) 6,100 ÷ 100 = 61
9) 80,000 ÷ 1,000 = 80
10) 780 ÷ 10 = 78
11) 8,790 ÷ 10 = 879
12) 64,000 ÷ 100 = 640
13) 59,800 ÷ 100 = 598
14) 31,000 ÷ 1,000 = 31
15) 68,130 ÷ 10 = 6,813
16) 4,000 ÷ 1,000 = 4
17) 10,000 ÷ 1,000 = 10
18) 35,600 ÷ 100 = 356
19) 69,030 ÷ 10 = 6,903
20) 84,000 ÷ 1,000 = 84

Multiplication revision

21) 9 × 6 = 54
22) 7 × 3 = 21
23) 4 × 5 = 20
24) 6 × 5 = 30
25) 4 × 4 = 16
26) 5 × 5 = 25
27) 10 × 3 = 30
28) 4 × 8 = 32
29) 4 × 2 = 8
30) 4 × 6 = 24

Division revision

31) 21 ÷ 3 = 7
32) 42 ÷ 6 = 7
33) 56 ÷ 7 = 8
34) 63 ÷ 9 = 7
35) 12 ÷ 2 = 6
36) 32 ÷ 8 = 4
37) 48 ÷ 8 = 6
38) 36 ÷ 4 = 9
39) 14 ÷ 2 = 7
40) 81 ÷ 9 = 9

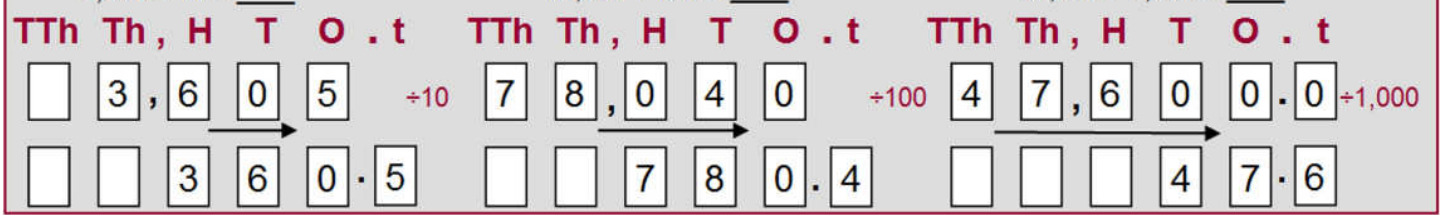
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.

3,605 ÷ 10 = ____ 78,040 ÷ 100 = ____ 47,600 ÷ 1,000 = ____



÷ 10, ÷ 100, ÷ 1000

1) 42,944 ÷ 10 = 4,294.4
2) 2,590 ÷ 100 = 25.9
3) 74,240 ÷ 100 = 742.4
4) 18,200 ÷ 1,000 = 18.2
5) 65,900 ÷ 10 = 6,590
6) 70 ÷ 100 = 0.7
7) 7,010 ÷ 100 = 70.1
8) 3,770 ÷ 10 = 377
9) 92,200 ÷ 1,000 = 92.2
10) 13,212 ÷ 10 = 1,321.2
11) 6 ÷ 10 = 0.6
12) 22,490 ÷ 100 = 224.9
13) 67,300 ÷ 1,000 = 67.3
14) 1,760 ÷ 100 = 17.6
15) 6,000 ÷ 10 = 600
16) 90,000 ÷ 1,000 = 90
17) 22,001 ÷ 10 = 2,200.1
18) 5,710 ÷ 1,000 = 5.71
19) 67,000 ÷ 1,000 = 67
20) 4 ÷ 1,000 = 0.004

Addition revision

21) 4 + 5 = 9
22) 4 + 6 = 10
23) 10 + 9 = 19
24) 9 + 8 = 17
25) 7 + 8 = 15
26) 4 + 7 = 11

Subtraction revision

33) 13 – 4 = 9
34) 12 – 4 = 8
35) 17 – 9 = 8
36) 18 – 9 = 9
37) 13 – 7 = 6
38) 13 – 5 = 8

Multiplication revision

27) 7 × 8 = 56
28) 10 × 5 = 50
29) 3 × 6 = 18
30) 6 × 5 = 30
31) 7 × 5 = 35
32) 5 × 5 = 25

Division revision

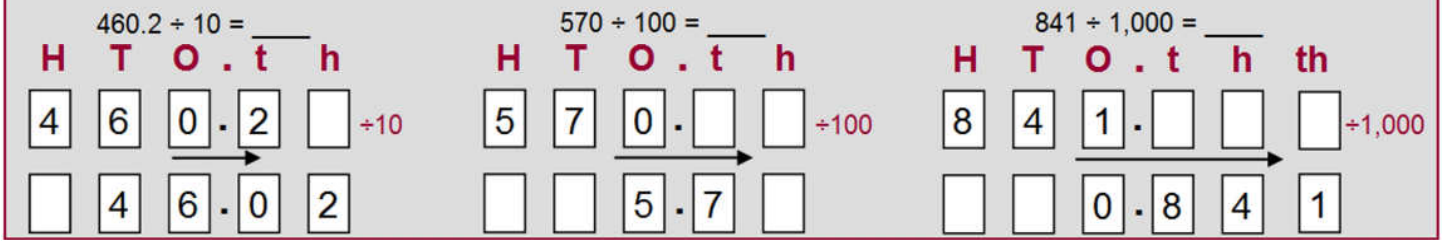
39) 24 ÷ 8 = 3
40) 54 ÷ 9 = 6
41) 56 ÷ 8 = 7
42) 18 ÷ 9 = 2
43) 40 ÷ 5 = 8
44) 35 ÷ 7 = 5

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.



÷ 10, ÷ 100, ÷ 1000

1) 572 ÷ 10 = 57.2
2) 504 ÷ 1,000 = 0.504
3) 283 ÷ 100 = 2.83
4) 90.5 ÷ 10 = 9.05
5) 992 ÷ 100 = 9.92
6) 7 ÷ 100 = 0.07
7) 172 ÷ 1,000 = 0.172
8) 790 ÷ 10 = 79
9) 900 ÷ 1,000 = 0.9
10) 740 ÷ 1,000 = 0.74
11) 7.01 ÷ 10 = 0.701
12) 604 ÷ 100 = 6.04
13) 488.9 ÷ 100 = 4.889
14) 805 ÷ 1,000 = 0.805
15) 940 ÷ 100 = 9.4
16) 456.6 ÷ 100 = 4.566
17) 7,917 ÷ 1,000 = 7.917
18) 56 ÷ 1,000 = 0.056
19) 490 ÷ 100 = 4.9
20) 8 ÷ 1,000 = 0.008

Addition revision

21) 8 + 9 = 17
22) 8 + 8 = 16
23) 5 + 4 = 9
24) 3 + 4 = 7
25) 9 + 7 = 16
26) 2 + 8 = 10

Subtraction revision

33) 15 – 9 = 6
34) 5 – 3 = 2
35) 12 – 5 = 7
36) 7 – 2 = 5
37) 14 – 7 = 7
38) 15 – 8 = 7

Multiplication revision

27) 2 × 3 = 6
28) 9 × 8 = 72
29) 9 × 2 = 18
30) 4 × 5 = 20
31) 9 × 7 = 63
32) 8 × 3 = 24

Division revision

39) 72 ÷ 9 = 8
40) 42 ÷ 6 = 7
41) 16 ÷ 4 = 4
42) 45 ÷ 5 = 9
43) 12 ÷ 2 = 6
44) 63 ÷ 7 = 9

Time: **Score:** **Dividing by 10, 100 or 1,000: 2 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

÷ 10, ÷ 100, ÷ 1000

1) 3,783 ÷ 10 = 378.3
2) 5,463 ÷ 100 = 54.63
3) 500 ÷ 1,000 = 0.5
4) 685.3 ÷ 100 = 6.853
5) 8,079 ÷ 100 = 80.79
6) 80 ÷ 1,000 = 0.08
7) 1 ÷ 1,000 = 0.001
8) 8,060 ÷ 10 = 806
9) 8.88 ÷ 10 = 0.888
10) 4,006 ÷ 1,000 = 4.006
11) 2,687 ÷ 10 = 268.7
12) 3,652 ÷ 100 = 36.52
13) 40,067 ÷ 10 = 4,006.7
14) 41 ÷ 1,000 = 0.041
15) 2 ÷ 100 = 0.02
16) 30,783 ÷ 100 = 307.83
17) 8,307.6 ÷ 100 = 83.076
18) 60 ÷ 100 = 0.6
19) 50,005 ÷ 100 = 500.05
20) 90,600 ÷ 100 = 906
21) 76,800 ÷ 100 = 768
22) 30,000 ÷ 10 = 3,000
23) 307 ÷ 1,000 = 0.307
24) 69,000 ÷ 100 = 690

Addition revision

25) 7 + 8 = 15
26) 3 + 9 = 12
27) 8 + 7 = 15
28) 8 + 8 = 16
29) 4 + 7 = 11
30) 1 + 5 = 6
31) 10 + 9 = 19
32) 1 + 7 = 8
33) 3 + 8 = 11
34) 5 + 8 = 13

Subtraction revision

45) 17 – 9 = 8
46) 11 – 8 = 3
47) 5 – 2 = 3
48) 7 – 5 = 2
49) 12 – 5 = 7
50) 10 – 4 = 6
51) 15 – 7 = 8
52) 7 – 4 = 3
53) 12 – 8 = 4
54) 13 – 6 = 7

Multiplication revision

35) 10 × 3 = 30
36) 9 × 2 = 18
37) 9 × 5 = 45
38) 9 × 4 = 36
39) 2 × 2 = 4
40) 4 × 4 = 16
41) 8 × 2 = 16
42) 7 × 9 = 63
43) 6 × 3 = 18
44) 4 × 2 = 8

Division revision

55) 48 ÷ 6 = 8
56) 54 ÷ 6 = 9
57) 16 ÷ 8 = 2
58) 63 ÷ 7 = 9
59) 21 ÷ 7 = 3
60) 30 ÷ 3 = 10
61) 12 ÷ 6 = 2
62) 36 ÷ 9 = 4
63) 12 ÷ 3 = 4
64) 18 ÷ 9 = 2

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets".

Time: **Score:** **Doubling 2-digit Numbers: 3 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 42 × 2 = 84	6) 32 × 2 = 64	11) 24 × 2 = 48	16) 32 × 2 = 64
2) 34 × 2 = 68	7) 14 × 2 = 28	12) 23 × 2 = 46	17) 24 × 2 = 48
3) 41 × 2 = 82	8) 20 × 2 = 40	13) 13 × 2 = 26	18) 12 × 2 = 24
4) 24 × 2 = 48	9) 43 × 2 = 86	14) 21 × 2 = 42	19) 40 × 2 = 80
5) 31 × 2 = 62	10) 22 × 2 = 44	15) 34 × 2 = 68	20) 30 × 2 = 60

Doubling 2-digit numbers with regrouping

Start by doubling the tens. For example, Double 46: double 4 = 8. Try to remember this number. If you need to, you can write the 8 very lightly until you have doubled the ones."
Now double the ones: double 6 = 12. Add the ten to the 8 tens, write "9" (if you wrote "8" softly, write over it with "9"). Then record the remaining ones, "2". Double 46 = 92.

Doubling with regrouping

21) 17 × 2 = 34	26) 24 × 2 = 48	31) 16 × 2 = 32	36) 21 × 2 = 42
22) 39 × 2 = 78	27) 38 × 2 = 76	32) 10 × 2 = 20	37) 17 × 2 = 34
23) 26 × 2 = 52	28) 12 × 2 = 24	33) 20 × 2 = 40	38) 13 × 2 = 26
24) 21 × 2 = 42	29) 14 × 2 = 28	34) 42 × 2 = 84	39) 34 × 2 = 68
25) 27 × 2 = 54	30) 28 × 2 = 56	35) 46 × 2 = 92	40) 43 × 2 = 86

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = 6,300.0	46) 64.0 × 10 = 640.0
42) 39.5 × 10 = 395.0	47) 126 × 1,000 = 126,000
43) 102 × 10 = 1,020	48) 46.1 × 100 = 4,610.0
44) 949 × 100 = 94,900	49) 878 × 1,000 = 878,000
45) 497 × 100 = 49,700	50) 7.2 × 10 = 72.0

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 24 × 2 = 48
2) 54 × 2 = 108
3) 73 × 2 = 146
4) 71 × 2 = 142
5) 12 × 2 = 24
6) 44 × 2 = 88
7) 72 × 2 = 144
8) 42 × 2 = 84
9) 91 × 2 = 182
10) 63 × 2 = 126
11) 13 × 2 = 26
12) 54 × 2 = 108
13) 20 × 2 = 40
14) 50 × 2 = 100
15) 81 × 2 = 162
16) 83 × 2 = 166
17) 30 × 2 = 60
18) 32 × 2 = 64
19) 93 × 2 = 186
20) 64 × 2 = 128

Doubling 2-digit numbers with regrouping

Start with the hundreds, then double the tens and the ones. If regrouping is required, try to remember that the extra one is needed without writing it down. If needed, each digit can be written lightly, so that if regrouping is needed, the digit can be overwritten with the new value, as on worksheet 3[A]. Some of these questions will require extra time to reach the answer.

Doubling with regrouping

21) 46 × 2 = 92
22) 87 × 2 = 174
23) 68 × 2 = 136
24) 38 × 2 = 76
25) 75 × 2 = 150
26) 72 × 2 = 144
27) 67 × 2 = 134
28) 46 × 2 = 92
29) 19 × 2 = 38
30) 87 × 2 = 174
31) 62 × 2 = 124
32) 98 × 2 = 196
33) 54 × 2 = 108
34) 49 × 2 = 98
35) 26 × 2 = 52
36) 25 × 2 = 50
37) 47 × 2 = 94
38) 75 × 2 = 150
39) 38 × 2 = 76
40) 97 × 2 = 194

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = 6,300.0
42) 39.5 × 10 = 395.0
43) 102 × 10 = 1,020
44) 949 × 100 = 94,900
45) 497 × 100 = 49,700
46) 64.0 × 10 = 640.0
47) 126 × 1,000 = 126,000
48) 46.1 × 100 = 4,610.0
49) 878 × 1,000 = 878,000
50) 7.2 × 10 = 72.0

Time: **Score:** **Doubling 3-digit Numbers: 3 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Doubling 3-digit numbers

Double each place in turn, starting with hundreds, then tens and ones.
For example, Double 431: double 4 (hundreds) + double 3 (tens) + double 1 (one) = 8 hundreds + 6 tens + 2 ones = 862.

Doubling without regrouping

1) 242 × 2 = 484	6) 122 × 2 = 244	11) 422 × 2 = 844	16) 312 × 2 = 624
2) 434 × 2 = 868	7) 414 × 2 = 828	12) 203 × 2 = 406	17) 124 × 2 = 248
3) 411 × 2 = 822	8) 220 × 2 = 440	13) 343 × 2 = 686	18) 243 × 2 = 486
4) 234 × 2 = 468	9) 403 × 2 = 806	14) 241 × 2 = 482	19) 240 × 2 = 480
5) 341 × 2 = 682	10) 212 × 2 = 424	15) 304 × 2 = 608	20) 330 × 2 = 660

Doubling 3-digit numbers with regrouping

Start with the hundreds, then double the tens and the ones. If regrouping is required, try to remember that the extra one is needed without writing it down. If needed, each digit can be written lightly, so that if regrouping is needed, the digit can be overwritten with the new value, as on worksheet 3[A]. Some of these questions will require extra time to reach the answer.

Doubling with regrouping

21) 146 × 2 = 292	26) 322 × 2 = 644	31) 522 × 2 = 1,044	36) 831 × 2 = 1,662
22) 437 × 2 = 874	27) 435 × 2 = 870	32) 418 × 2 = 836	37) 247 × 2 = 494
23) 248 × 2 = 496	28) 616 × 2 = 1,232	33) 634 × 2 = 1,268	38) 835 × 2 = 1,670
24) 138 × 2 = 276	29) 219 × 2 = 438	34) 349 × 2 = 698	39) 630 × 2 = 1,260
25) 225 × 2 = 450	30) 427 × 2 = 854	35) 723 × 2 = 1,446	40) 207 × 2 = 414

Multiplication

41) 5 × 5 = 25	46) 8 × 6 = 48
42) 8 × 9 = 72	47) 9 × 9 = 81
43) 10 × 7 = 70	48) 8 × 5 = 40
44) 9 × 4 = 36	49) 6 × 6 = 36
45) 6 × 9 = 54	50) 10 × 6 = 60

Division

51) 32 ÷ 4 = 8	56) 40 ÷ 4 = 10
52) 16 ÷ 4 = 4	57) 90 ÷ 9 = 10
53) 64 ÷ 8 = 8	58) 24 ÷ 6 = 4
54) 70 ÷ 7 = 10	59) 36 ÷ 9 = 4
55) 48 ÷ 8 = 6	60) 28 ÷ 7 = 4

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Doubling 3-digit Numbers: 3 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Doubling 3-digit numbers with regrouping

Start with the hundreds, then the tens and the ones.
Write digits lightly as you double them if you cannot remember them all.

Double these numbers

1) 288 × 2 = 576
2) 852 × 2 = 1,704
3) 925 × 2 = 1,850
4) 714 × 2 = 1,428
5) 837 × 2 = 1,674
6) 105 × 2 = 210
7) 196 × 2 = 392
8) 515 × 2 = 1,030
9) 382 × 2 = 764
10) 643 × 2 = 1,286
11) 484 × 2 = 968
12) 909 × 2 = 1,818
13) 734 × 2 = 1,468
14) 850 × 2 = 1,700
15) 825 × 2 = 1,650

x10, x100 or x1000, including decimals

16) 36.0 × 1,000 = 36,000.0
17) 34 × 100 = 3,400
18) 9.31 × 1,000 = 9,310.00
19) 578 × 1,000 = 578,000
20) 4.65 × 10 = 46.50
21) 55.9 × 1,000 = 55,900.0
22) 0.299 × 1,000 = 299.000
23) 9.95 × 100 = 995.00
24) 3.76 × 100 = 376.00
25) 290 × 100 = 29,000

Divide these numbers

26) 2,391 ÷ 10 = 239.1
27) 7,796 ÷ 100 = 77.96
28) 146.1 ÷ 100 = 1.461
29) 1,171 ÷ 1,000 = 1.171
30) 1,548 ÷ 10 = 154.8
31) 19,420 ÷ 1,000 = 19.42
32) 158.94 ÷ 10 = 15.894
33) 86,494 ÷ 100 = 864.94
34) 57,471 ÷ 10 = 5,747.1
35) 2,202.4 ÷ 100 = 22.024

Addition revision

36) 6 + 8 = 14
37) 10 + 8 = 18
38) 10 + 9 = 19
39) 3 + 7 = 10
40) 9 + 4 = 13
41) 3 + 6 = 9
42) 5 + 7 = 12
43) 8 + 4 = 12

Subtraction revision

44) 16 – 7 = 9
45) 12 – 3 = 9
46) 9 – 2 = 7
47) 14 – 9 = 5
48) 10 – 4 = 6
49) 17 – 9 = 8
50) 17 – 8 = 9
51) 15 – 7 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halving 2-digit numbers

Being able to halve a number is often useful, for example when simplifying common fractions, Sharing money etc.

Halving 2-digit numbers without regrouping

Halve the tens, then halve the ones.
For example, halve 48: Half 4 (tens) + half 8 (ones) = 2 tens + 4 ones = 24.

Halve these numbers

1) 23 ÷ 2 = 11
2) 46 ÷ 2 = 23
11) 82 ÷ 2 = 41
12) 66 ÷ 2 = 33
3) 22 ÷ 2 = 11
4) 60 ÷ 2 = 30
13) 26 ÷ 2 = 13
14) 84 ÷ 2 = 42
5) 12 ÷ 2 = 6
6) 22 ÷ 2 = 11
15) 42 ÷ 2 = 21
16) 22 ÷ 2 = 11
7) 44 ÷ 2 = 22
8) 68 ÷ 2 = 34
17) 88 ÷ 2 = 44
18) 80 ÷ 2 = 40
9) 24 ÷ 2 = 12
10) 30 ÷ 2 = 15
19) 20 ÷ 2 = 10
20) 24 ÷ 2 = 12

Halving 2-digit numbers with regrouping

Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

21) 76 ÷ 2 = 38
22) 72 ÷ 2 = 36
31) 76 ÷ 2 = 38
32) 96 ÷ 2 = 48
23) 54 ÷ 2 = 27
24) 32 ÷ 2 = 16
33) 36 ÷ 2 = 18
34) 52 ÷ 2 = 26
25) 38 ÷ 2 = 19
26) 46 ÷ 2 = 23
35) 58 ÷ 2 = 29
36) 54 ÷ 2 = 27
27) 36 ÷ 2 = 18
28) 52 ÷ 2 = 26
37) 34 ÷ 2 = 17
38) 62 ÷ 2 = 31
29) 84 ÷ 2 = 42
30) 62 ÷ 2 = 31
39) 72 ÷ 2 = 36
40) 56 ÷ 2 = 28

Double these numbers

41) 281 × 2 = 562
45) 218 × 2 = 436
49) 749 × 2 = 1,498
42) 721 × 2 = 1,442
46) 380 × 2 = 760
50) 752 × 2 = 1,504
43) 737 × 2 = 1,474
47) 444 × 2 = 888
51) 476 × 2 = 952
44) 714 × 2 = 1,428
48) 299 × 2 = 598
52) 534 × 2 = 1,068

Time: **Score:** **Halving 2-digit Numbers: 4 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Halving 2-digit numbers with regrouping

Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

1) 30 ÷ 2 = 15
2) 84 ÷ 2 = 42
11) 64 ÷ 2 = 32
12) 38 ÷ 2 = 19
3) 74 ÷ 2 = 37
4) 26 ÷ 2 = 13
13) 26 ÷ 2 = 13
14) 78 ÷ 2 = 39
5) 98 ÷ 2 = 49
6) 34 ÷ 2 = 17
15) 72 ÷ 2 = 36
16) 70 ÷ 2 = 35
7) 52 ÷ 2 = 26
8) 96 ÷ 2 = 48
17) 54 ÷ 2 = 27
18) 82 ÷ 2 = 41
9) 50 ÷ 2 = 25
10) 72 ÷ 2 = 36
19) 72 ÷ 2 = 36
20) 40 ÷ 2 = 20

x10, x100 or x1000, including decimals

21) 281 × 10 = 2,810
26) 2.90 × 10 = 29.00
22) 7.62 × 1,000 = 7,620.00
27) 1.08 × 1,000 = 1,080.00
23) 41.8 × 10 = 418.0
28) 2.14 × 10 = 21.40
24) 71.3 × 10 = 713.0
29) 0.704 × 100 = 70.400
25) 899 × 1,000 = 899,000
30) 0.25 × 100 = 25.00

Double these numbers

31) 128 × 2 = 256
35) 113 × 2 = 226
39) 271 × 2 = 542
32) 826 × 2 = 1,652
36) 288 × 2 = 576
40) 933 × 2 = 1,866
33) 361 × 2 = 722
37) 131 × 2 = 262
41) 620 × 2 = 1,240
34) 952 × 2 = 1,904
38) 425 × 2 = 850
42) 430 × 2 = 860

Addition revision

43) 7 + 4 = 11
48) 9 + 7 = 16
44) 10 + 4 = 14
49) 10 + 7 = 17
45) 4 + 6 = 10
50) 6 + 8 = 14
46) 4 + 4 = 8
51) 8 + 4 = 12
47) 3 + 6 = 9
52) 9 + 8 = 17

Subtraction revision

53) 17 – 9 = 8
58) 10 – 5 = 5
54) 16 – 8 = 8
59) 12 – 4 = 8
55) 17 – 8 = 9
60) 8 – 2 = 6
56) 14 – 5 = 9
61) 9 – 2 = 7
57) 7 – 2 = 5
62) 11 – 5 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Halving 3-digit numbers

Being able to halve a number is often useful, for example when simplifying common fractions, sharing money etc.

Halving 3-digit numbers without regrouping

Halve the hundreds, halve the tens, then halve the ones.
For example, halve 248: Half 2 (hundreds) + half 4 (tens) + half 8 (ones) = 1 hundred + 2 tens + 4 ones = 124.

Halving 3-digit numbers without regrouping

1) 628 ÷ 2 = 314
2) 426 ÷ 2 = 213
11) 604 ÷ 2 = 302
12) 646 ÷ 2 = 323
3) 284 ÷ 2 = 142
4) 624 ÷ 2 = 312
13) 482 ÷ 2 = 241
14) 288 ÷ 2 = 144
5) 404 ÷ 2 = 202
6) 262 ÷ 2 = 131
15) 842 ÷ 2 = 421
16) 442 ÷ 2 = 221
7) 822 ÷ 2 = 411
8) 840 ÷ 2 = 420
17) 244 ÷ 2 = 122
18) 602 ÷ 2 = 301
9) 448 ÷ 2 = 224
10) 240 ÷ 2 = 120
19) 828 ÷ 2 = 414
20) 420 ÷ 2 = 210

Halving 3-digit numbers with regrouping

When a number has a "1" digit, group it with the next digit for halving. For example, halve 184: this number has 18 tens, which can be halved, and 4 ones. Half 184 = 92.

Halving 3-digit numbers with regrouping

21) 128 ÷ 2 = 64
22) 128 ÷ 2 = 64
31) 812 ÷ 2 = 406
32) 820 ÷ 2 = 410
23) 610 ÷ 2 = 305
24) 870 ÷ 2 = 435
33) 614 ÷ 2 = 307
34) 104 ÷ 2 = 52
25) 188 ÷ 2 = 94
26) 108 ÷ 2 = 54
35) 408 ÷ 2 = 204
36) 130 ÷ 2 = 65
27) 414 ÷ 2 = 207
28) 162 ÷ 2 = 81
37) 650 ÷ 2 = 325
38) 814 ÷ 2 = 407
29) 816 ÷ 2 = 408
30) 124 ÷ 2 = 62
39) 410 ÷ 2 = 205
40) 128 ÷ 2 = 64

Doubling 3-digit numbers with regrouping

41) 361 × 2 = 722
45) 113 × 2 = 226
49) 128 × 2 = 256
42) 271 × 2 = 542
46) 942 × 2 = 1,884
50) 131 × 2 = 262
43) 933 × 2 = 1,866
47) 826 × 2 = 1,652
51) 425 × 2 = 850
44) 620 × 2 = 1,240
48) 282 × 2 = 564
52) 430 × 2 = 860

Time: **Score:** **Halving 3-digit Numbers: 4 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Halve these numbers

1) 326 ÷ 2 = 163
2) 490 ÷ 2 = 245
11) 740 ÷ 2 = 370
12) 148 ÷ 2 = 74
3) 706 ÷ 2 = 353
4) 308 ÷ 2 = 154
13) 314 ÷ 2 = 157
14) 704 ÷ 2 = 352
5) 816 ÷ 2 = 408
6) 154 ÷ 2 = 77
15) 274 ÷ 2 = 137
16) 726 ÷ 2 = 363
7) 888 ÷ 2 = 444
8) 606 ÷ 2 = 303
17) 948 ÷ 2 = 474
18) 170 ÷ 2 = 85
9) 130 ÷ 2 = 65
10) 524 ÷ 2 = 262
19) 820 ÷ 2 = 410
20) 944 ÷ 2 = 472

÷ 10, ÷ 100, ÷ 1000

21) 3,474 ÷ 1,000 = 3.474
26) 691 ÷ 1,000 = 0.691
22) 4,601 ÷ 10 = 460.1
27) 938 ÷ 10 = 93.8
23) 861 ÷ 100 = 8.61
28) 78,000 ÷ 100 = 780
24) 2,766 ÷ 100 = 27.66
29) 60,270 ÷ 1,000 = 60.27
25) 2,696 ÷ 10 = 269.6
30) 12,904 ÷ 10 = 1,290.4

Double these numbers

31) 115 × 2 = 230
35) 882 × 2 = 1,764
39) 117 × 2 = 234
32) 304 × 2 = 608
36) 775 × 2 = 1,550
40) 419 × 2 = 838
33) 526 × 2 = 1,052
37) 469 × 2 = 938
41) 710 × 2 = 1,420
34) 922 × 2 = 1,844
38) 133 × 2 = 266
42) 535 × 2 = 1,070

Addition revision

43) 3 + 9 = 12
48) 8 + 6 = 14
44) 3 + 5 = 8
49) 10 + 6 = 16
45) 5 + 8 = 13
50) 9 + 8 = 17
46) 9 + 9 = 18
51) 4 + 6 = 10
47) 10 + 7 = 17
52) 8 + 8 = 16

Subtraction revision

53) 13 – 5 = 8
58) 12 – 5 = 7
54) 16 – 8 = 8
59) 17 – 8 = 9
55) 13 – 7 = 6
60) 11 – 6 = 5
56) 13 – 8 = 5
61) 17 – 9 = 8
57) 15 – 8 = 7
62) 9 – 1 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding "Nice" Numbers: 5 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding pairs of "nice" numbers:

When mentally adding a set of numbers, proficient thinkers will look for numbers which add easily together. These pairs will usually be two numbers whose sum is 10 or 100.

Cross off the numbers as they are added so as not to get confused.

For example: ~~7~~ + 6 + ~~8~~ + ~~2~~ + ~~3~~ = 20 + 6 = 26 (10, 10)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 7 + 3 + 8 + 2 + 8 = 28
2) 2 + 8 + 7 + 3 + 7 = 27
3) 5 + 1 + 5 + 1 + 9 = 21
4) 6 + 2 + 9 + 8 + 4 = 29
5) 1 + 8 + 9 + 2 + 9 = 29
6) 60 + 50 + 40 + 50 + 30 = 230
7) 5 + 1 + 8 + 5 + 2 = 21
8) 90 + 10 + 80 + 40 + 20 = 240
9) 3 + 7 + 5 + 1 + 9 = 25
10) 50 + 70 + 50 + 30 + 20 = 220

Halve these numbers

11) 338 ÷ 2 = 169
12) 358 ÷ 2 = 179
13) 930 ÷ 2 = 465
14) 136 ÷ 2 = 68
15) 596 ÷ 2 = 298
16) 202 ÷ 2 = 101
17) 196 ÷ 2 = 98
18) 818 ÷ 2 = 409
19) 668 ÷ 2 = 334
20) 644 ÷ 2 = 322
21) 770 ÷ 2 = 385
22) 122 ÷ 2 = 61
23) 502 ÷ 2 = 251
24) 82 ÷ 2 = 41
25) 902 ÷ 2 = 451

Double these numbers

26) 148 × 2 = 296
31) 205 × 2 = 410
36) 840 × 2 = 1,680
27) 898 × 2 = 1,796
32) 997 × 2 = 1,994
37) 856 × 2 = 1,712
28) 663 × 2 = 1,326
33) 355 × 2 = 710
38) 312 × 2 = 624
29) 727 × 2 = 1,454
34) 401 × 2 = 802
39) 382 × 2 = 764
30) 576 × 2 = 1,152
35) 600 × 2 = 1,200
40) 541 × 2 = 1,082

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding "Nice" Numbers: 5 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding sets of "nice" numbers:

Sometimes when adding a set of numbers, there may be 3 or more numbers which add easily together. These will usually be sets of numbers whose sum is 10 or 100 .

Cross off the numbers as they are added so as not to get confused.

For example: ~~5~~ + ~~4~~ + 2 + ~~1~~ + 3 = 10 + 5 = 15 (10)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 1 + 8 + 1 + 4 + 2 = 16
2) 30 + 20 + 20 + 30 + 40 = 140
3) 5 + 3 + 5 + 3 + 4 = 20
4) 70 + 70 + 30 + 40 + 30 = 240
5) 6 + 7 + 1 + 2 + 1 = 17
6) 30 + 40 + 60 + 40 + 30 = 200
7) 2 + 1 + 2 + 6 + 9 = 20
8) 20 + 60 + 20 + 40 + 30 = 170
9) 4 + 2 + 6 + 3 + 8 = 23
10) 10 + 40 + 10 + 40 + 50 = 150

Multiply these numbers including decimals

11) 15.1 × 10 = 151.0
16) 72.2 × 1,000 = 72,200.0
12) 18.9 × 1,000 = 18,900.0
17) 0.251 × 10 = 2.510
13) 86.1 × 10 = 861.0
18) 0.043 × 10 = 0.430
14) 5.61 × 1,000 = 5,610.00
19) 6.04 × 1,000 = 6,040.00
15) 6.36 × 100 = 636.00
20) 1.40 × 1,000 = 1,400.00

Divide these numbers

21) 314.4 ÷ 10 = 31.44
26) 95.06 ÷ 10 = 9.506
22) 9,134 ÷ 1,000 = 9.134
27) 9.67 ÷ 10 = 0.967
23) 29.20 ÷ 10 = 2.92
28) 38 ÷ 100 = 0.38
24) 9,545 ÷ 1,000 = 9.545
29) 249 ÷ 10 = 24.9
25) 5,593 ÷ 10 = 559.3
30) 2,305 ÷ 1,000 = 2.305

Time: **Score:** **Adding "Nice" Numbers: 5 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Adding sets of "nice" numbers:

Sometimes when adding a set of numbers, several numbers may add to 20.

Cross off the numbers as they are added so as not to get confused.

For example:

~~5~~ + ~~7~~ (12) + 2 + ~~8~~ (20) + 3 = 20 + 5 = 25

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 5 + 8 + 7 + 2 + 2 = 24
2) 5 + 2 + 4 + 9 + 7 = 27
3) 9 + 8 + 3 + 3 + 5 = 28
4) 2 + 4 + 7 + 9 + 8 = 30
5) 8 + 1 + 7 + 9 + 3 = 28
6) 4 + 4 + 7 + 5 + 6 = 26
7) 2 + 2 + 9 + 4 + 2 = 19
8) 6 + 5 + 2 + 1 + 9 = 23
9) 3 + 5 + 8 + 4 + 1 = 21
10) 6 + 1 + 2 + 8 + 6 = 23

Double these numbers

11) 336 × 2 = 672
12) 492 × 2 = 984
13) 448 × 2 = 896
14) 828 × 2 = 1,656
15) 989 × 2 = 1,978
16) 255 × 2 = 510
17) 113 × 2 = 226
18) 810 × 2 = 1,620
19) 973 × 2 = 1,946
20) 274 × 2 = 548
21) 769 × 2 = 1,538
22) 233 × 2 = 466
23) 812 × 2 = 1,624
24) 820 × 2 = 1,640
25) 792 × 2 = 1,584

Halve these numbers

26) 346 ÷ 2 = 173
27) 130 ÷ 2 = 65
28) 224 ÷ 2 = 112
29) 66 ÷ 2 = 33
30) 168 ÷ 2 = 84
31) 160 ÷ 2 = 80
32) 76 ÷ 2 = 38
33) 48 ÷ 2 = 24
34) 378 ÷ 2 = 189
35) 194 ÷ 2 = 97
36) 164 ÷ 2 = 82
37) 378 ÷ 2 = 189
38) 138 ÷ 2 = 69
39) 238 ÷ 2 = 119
40) 204 ÷ 2 = 102
41) 278 ÷ 2 = 139
42) 114 ÷ 2 = 57
43) 30 ÷ 2 = 15
44) 96 ÷ 2 = 48
45) 254 ÷ 2 = 127

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Multiple "Nice" Numbers: 5 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding multiple "nice" numbers:

If there are several of the same number, multiply them, then add the rest.

Cross off the numbers as they are multiplied or added so as not to get confused.

For example:

$\cancel{7} + \cancel{7} + 2 + \cancel{7} + \overset{4x7=28}{\cancel{7}} + 4 = 28 + 6 = 34$

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 3 + 3 + 3 + 3 + 7 + 2 = 21
2) 1 + 5 + 5 + 2 + 5 + 8 = 26
3) 4 + 4 + 1 + 4 + 4 + 8 = 25
4) 2 + 6 + 6 + 6 + 6 + 4 = 30
5) 2 + 2 + 3 + 2 + 2 + 2 = 13
6) 7 + 7 + 1 + 6 + 7 + 7 = 35
7) 4 + 9 + 4 + 4 + 4 + 4 = 29
8) 1 + 4 + 7 + 7 + 7 + 6 = 32
9) 9 + 9 + 9 + 9 + 8 + 1 = 45
10) 6 + 4 + 4 + 1 + 4 + 4 = 23

Multiply these numbers including decimals

11) 5.97 × 1,000 = 5,970.00
12) 65.4 × 100 = 6,540.0
13) 8.41 × 100 = 841.00
14) 28.0 × 10 = 280.0
15) 70.4 × 10 = 704.0
16) 4.1 × 100 = 410.0
17) 86.7 × 1,000 = 86,700.0
18) 2.24 × 1,000 = 2,240.00
19) 4.91 × 1,000 = 4,910.00
20) 65.3 × 10 = 653.0

Halve these numbers

21) 338 ÷ 2 = 169
22) 358 ÷ 2 = 179
23) 930 ÷ 2 = 465
24) 136 ÷ 2 = 68
25) 596 ÷ 2 = 298
26) 202 ÷ 2 = 101
27) 196 ÷ 2 = 98
28) 818 ÷ 2 = 409
29) 668 ÷ 2 = 334
30) 644 ÷ 2 = 322
31) 770 ÷ 2 = 385
32) 122 ÷ 2 = 61
33) 502 ÷ 2 = 251
34) 82 ÷ 2 = 41
35) 902 ÷ 2 = 451

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Adding near 100:

When adding near 100 numbers, a "compensation" method can often be used.

For example: 97 + 26 = (100 + 26) – 3 = (126 – 3) = 123

As 97 is 3 less than 100, add 100 then take 3 off the answer.

Addition near 100

1)	98 + 17 = 115	6)	96 + 39 = 135	11)	95 + 35 = 130
2)	97 + 39 = 136	7)	97 + 26 = 123	12)	96 + 42 = 138
3)	94 + 39 = 133	8)	93 + 25 = 118	13)	99 + 40 = 139
4)	97 + 11 = 108	9)	95 + 12 = 107	14)	98 + 26 = 124
5)	99 + 31 = 130	10)	95 + 32 = 127	15)	97 + 21 = 118

Halve these numbers

16)	176 ÷ 2 = 88	17)	440 ÷ 2 = 220	18)	100 ÷ 2 = 50
19)	704 ÷ 2 = 352	20)	790 ÷ 2 = 395	21)	910 ÷ 2 = 455
22)	494 ÷ 2 = 247	23)	556 ÷ 2 = 278	24)	624 ÷ 2 = 312
25)	986 ÷ 2 = 493	26)	452 ÷ 2 = 226	27)	804 ÷ 2 = 402
28)	870 ÷ 2 = 435	29)	318 ÷ 2 = 159	30)	22 ÷ 2 = 11

Double these numbers

31)	108 × 2 = 216	36)	862 × 2 = 1,724	41)	956 × 2 = 1,912
32)	523 × 2 = 1,046	37)	174 × 2 = 348	42)	876 × 2 = 1,752
33)	570 × 2 = 1,140	38)	208 × 2 = 416	43)	638 × 2 = 1,276
34)	871 × 2 = 1,742	39)	129 × 2 = 258	44)	661 × 2 = 1,322
35)	161 × 2 = 322	40)	599 × 2 = 1,198	45)	186 × 2 = 372

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Adding near 100 or another hundred

197 rounds to 200. Use the same strategy but with a different hundred this time.

Addition near 100

1) 18 + 291 = 309
2) 22 + 494 = 516
3) 291 + 24 = 315
4) 43 + 194 = 237
5) 32 + 192 = 224
6) 19 + 394 = 413
7) 31 + 292 = 323
8) 42 + 497 = 539
9) 25 + 296 = 321
10) 598 + 34 = 632
11) 194 + 48 = 242
12) 25 + 395 = 420
13) 13 + 595 = 608
14) 16 + 398 = 414
15) 26 + 297 = 323

Add the "nice" numbers to find the sum (cross them off as you add them).

16) 6 + 8 + 2 + 3 + 8 = 27
17) 2 + 6 + 5 + 5 + 2 = 20
18) 8 + 5 + 6 + 7 + 1 = 27
19) 2 + 7 + 9 + 9 + 3 = 30
20) 1 + 9 + 8 + 6 + 5 = 29
21) 3 + 7 + 5 + 4 + 9 = 28
22) 3 + 8 + 8 + 6 + 8 = 33
23) 4 + 8 + 2 + 6 + 8 = 28
24) 7 + 7 + 6 + 4 + 7 = 31
25) 8 + 2 + 6 + 5 + 2 = 23

Halve these numbers

26) 252 ÷ 2 = 126
27) 730 ÷ 2 = 365
28) 800 ÷ 2 = 400
29) 796 ÷ 2 = 398
30) 974 ÷ 2 = 487
31) 746 ÷ 2 = 373
32) 984 ÷ 2 = 492
33) 784 ÷ 2 = 392
34) 722 ÷ 2 = 361
35) 688 ÷ 2 = 344
36) 902 ÷ 2 = 451
37) 636 ÷ 2 = 318
38) 766 ÷ 2 = 383
39) 778 ÷ 2 = 389
40) 574 ÷ 2 = 287

Double these numbers

41) 947 × 2 = 1,894
43) 859 × 2 = 1,718
45) 738 × 2 = 1,476
42) 170 × 2 = 340
44) 664 × 2 = 1,328
46) 332 × 2 = 664

Time: **Score:** **Adding Near 100: 6 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Adding just over 100:

When adding numbers just over 100, add the "extra" first, then the hundred.

For example: 106 + 27 = (6 + 27) + 100 = 33 + 100 = 133

Addition near 100

1) 101 + 34 = 135
2) 108 + 25 = 133
3) 103 + 22 = 125
4) 107 + 23 = 130
5) 104 + 14 = 118
6) 106 + 22 = 128
7) 102 + 40 = 142
8) 107 + 25 = 132
9) 108 + 40 = 148
10) 104 + 41 = 145
11) 205 + 17 = 222
12) 404 + 37 = 441
13) 303 + 23 = 326
14) 203 + 38 = 241
15) 301 + 33 = 334

Add the "nice" numbers to find the sum (cross them off as you add them).

16) 2 + 3 + 8 + 5 + 4 = 22
17) 4 + 6 + 8 + 7 + 3 = 28
18) 8 + 7 + 6 + 3 + 4 = 28
19) 2 + 2 + 4 + 4 + 3 = 15
20) 9 + 5 + 6 + 1 + 7 = 28
21) 8 + 7 + 6 + 2 + 2 = 25
22) 2 + 5 + 5 + 1 + 7 = 20
23) 6 + 6 + 7 + 6 + 8 = 33
24) 3 + 2 + 8 + 3 + 2 = 18
25) 5 + 2 + 8 + 5 + 8 = 28

Addition revision

26) 4 + 5 = 9
27) 4 + 6 = 10
28) 10 + 9 = 19
29) 9 + 8 = 17
30) 7 + 8 = 15
31) 4 + 7 = 11

Subtraction revision

38) 13 – 4 = 9
39) 12 – 4 = 8
40) 17 – 9 = 8
41) 18 – 9 = 9
42) 13 – 7 = 6
43) 13 – 5 = 8

Multiplication

32) 7 × 8 = 56
33) 10 × 5 = 50
34) 3 × 6 = 18
35) 6 × 5 = 30
36) 7 × 5 = 35
37) 5 × 5 = 25

Division

44) 24 ÷ 8 = 3
45) 54 ÷ 9 = 6
46) 56 ÷ 8 = 7
47) 18 ÷ 9 = 2
48) 40 ÷ 5 = 8
49) 35 ÷ 7 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Adding Near 100: 6 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 96 + 36 = 132
2) 98 + 14 = 112
3) 204 + 29 = 233
4) 199 + 30 = 229
5) 91 + 16 = 107
6) 307 + 37 = 344
7) 108 + 19 = 127
8) 294 + 28 = 322
9) 91 + 24 = 115
10) 104 + 19 = 123
11) 98 + 43 = 141
12) 207 + 10 = 217
13) 108 + 44 = 152
14) 101 + 15 = 116
15) 190 + 12 = 202

Double these numbers

16) 148 × 2 = 296
17) 898 × 2 = 1,796
18) 663 × 2 = 1,326
19) 727 × 2 = 1,454
20) 576 × 2 = 1,152
21) 205 × 2 = 410
22) 997 × 2 = 1,994
23) 355 × 2 = 710
24) 401 × 2 = 802
25) 600 × 2 = 1,200
26) 840 × 2 = 1,680
27) 856 × 2 = 1,712
28) 312 × 2 = 624
29) 382 × 2 = 764
30) 541 × 2 = 1,082

Halve these numbers

31) 338 ÷ 2 = 169
32) 358 ÷ 2 = 179
33) 930 ÷ 2 = 465
34) 136 ÷ 2 = 68
35) 596 ÷ 2 = 298
36) 202 ÷ 2 = 101
37) 196 ÷ 2 = 98
38) 818 ÷ 2 = 409
39) 668 ÷ 2 = 334
40) 644 ÷ 2 = 322
41) 770 ÷ 2 = 385
42) 122 ÷ 2 = 61
43) 502 ÷ 2 = 251
44) 82 ÷ 2 = 41
45) 902 ÷ 2 = 451

Addition revision

46) 4 + 5 = 9
47) 4 + 6 = 10
48) 10 + 9 = 19
49) 9 + 8 = 17
50) 7 + 8 = 15
51) 4 + 7 = 11

Subtraction revision

56) 13 – 4 = 9
57) 12 – 4 = 8
58) 17 – 9 = 8
59) 18 – 9 = 9
60) 13 – 7 = 6
61) 13 – 5 = 8

Multiplication

52) 10 × 9 = 90
53) 9 × 6 = 54
54) 10 × 6 = 60
55) 8 × 8 = 64

Division

62) 30 ÷ 6 = 5
63) 72 ÷ 9 = 8
64) 48 ÷ 8 = 6
65) 64 ÷ 8 = 8

Time: **Score:** **Subtracting Near 100: 7 [A]**

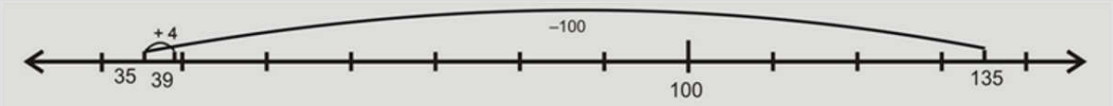
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers + Nr 100 | – Nr 100 | x 50,25 x5 | Revision

Subtracting near 100:

When subtracting a number just less than 100, we can first take away 100, then compensate by adding the difference.

For example: 135 - 96 = (135 - 100) + 4 = 35 + 4 = 39



Subtraction near 100

1) 125 – 91 = 34
2) 120 – 98 = 22
3) 137 – 97 = 40
4) 115 – 97 = 18
5) 138 – 99 = 39
6) 135 – 96 = 39
7) 135 – 97 = 38
8) 118 – 98 = 20
9) 127 – 95 = 32
10) 143 – 92 = 51
11) 127 – 96 = 31
12) 132 – 96 = 36
13) 138 – 94 = 44
14) 109 – 95 = 14
15) 116 – 92 = 24

Addition near 100

16) 198 + 24 = 222
17) 591 + 13 = 604
18) 91 + 20 = 111
19) 107 + 10 = 117
20) 206 + 36 = 242
21) 196 + 41 = 237
22) 94 + 12 = 106
23) 100 + 24 = 124
24) 306 + 26 = 332
25) 105 + 34 = 139
26) 103 + 36 = 139
27) 299 + 41 = 340
28) 404 + 14 = 418
29) 96 + 25 = 121
30) 95 + 23 = 118

Double these numbers

31) 340 × 2 = 680
32) 686 × 2 = 1,372
33) 608 × 2 = 1,216
34) 751 × 2 = 1,502
35) 344 × 2 = 688
36) 165 × 2 = 330
37) 306 × 2 = 612
38) 523 × 2 = 1,046
39) 939 × 2 = 1,878

Multiplication

40) 5 × 5 = 25
41) 9 × 8 = 72
42) 10 × 5 = 50
43) 9 × 9 = 81
44) 10 × 6 = 60
45) 10 × 7 = 70
46) 9 × 5 = 45
47) 6 × 7 = 42

Division

48) 64 ÷ 8 = 8
49) 50 ÷ 5 = 10
50) 40 ÷ 8 = 5
51) 80 ÷ 8 = 10
52) 35 ÷ 5 = 7
53) 60 ÷ 6 = 10
54) 49 ÷ 7 = 7
55) 25 ÷ 5 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

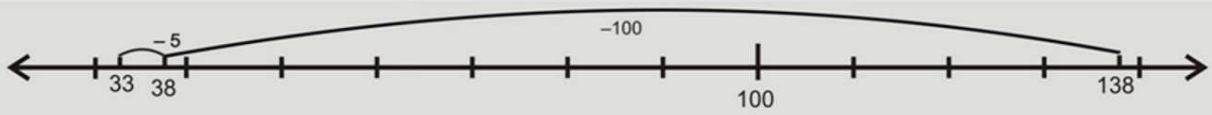
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | Nice Numbers | – Nr 100 + Nr 100 | x 50,25 x5 | Revision

Subtracting near 100:

When subtracting numbers just over 100, subtract the hundred first, then the "extra" .

For example: 138 - 105 = (138 - 100) - 5 = 138 - 5 = 133



Subtraction near 100

1) 140 – 107 = 33
2) 120 – 104 = 16
3) 133 – 107 = 26
4) 127 – 107 = 20
5) 143 – 106 = 37
6) 110 – 105 = 5
7) 131 – 104 = 27
8) 212 – 106 = 106
9) 116 – 104 = 12
10) 321 – 102 = 219
11) 212 – 108 = 104
12) 111 – 103 = 8
13) 439 – 108 = 331
14) 140 – 108 = 32
15) 114 – 103 = 11

Addition near 100

16) 198 + 24 = 222
17) 591 + 13 = 604
18) 91 + 20 = 111
19) 107 + 10 = 117
20) 206 + 36 = 242
21) 196 + 41 = 237
22) 94 + 12 = 106
23) 100 + 24 = 124
24) 306 + 26 = 332
25) 105 + 34 = 139
26) 103 + 36 = 139
27) 299 + 41 = 340
28) 404 + 14 = 418
29) 96 + 25 = 121
30) 95 + 23 = 118

Double these numbers

31) 340 × 2 = 680
32) 686 × 2 = 1,372
33) 608 × 2 = 1,216
34) 751 × 2 = 1,502
35) 344 × 2 = 688
36) 165 × 2 = 330
37) 306 × 2 = 612
38) 523 × 2 = 1,046
39) 939 × 2 = 1,878

Multiplication

40) 5 × 5 = 25
41) 9 × 8 = 72
42) 10 × 5 = 50
43) 9 × 9 = 81
44) 10 × 6 = 60
45) 10 × 7 = 70
46) 9 × 5 = 45
47) 6 × 7 = 42

Division

48) 64 ÷ 8 = 8
49) 50 ÷ 5 = 10
50) 40 ÷ 8 = 5
51) 80 ÷ 8 = 10
52) 35 ÷ 5 = 7
53) 60 ÷ 6 = 10
54) 49 ÷ 7 = 7
55) 25 ÷ 5 = 5

Time: **Score:** **Subtracting Near 100: 7 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers **– Nr 100** x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Subtraction near 100

1) 126 – 96 = 30
2) 112 – 93 = 19
3) 125 – 97 = 28
4) 124 – 101 = 23
5) 933 – 103 = 830
6) 139 – 93 = 46
7) 113 – 91 = 22
8) 528 – 90 = 438
9) 219 – 98 = 121
10) 142 – 98 = 44
11) 124 – 97 = 27
12) 340 – 105 = 235
13) 135 – 95 = 40
14) 131 – 103 = 28
15) 128 – 93 = 35

Addition near 100

16) 198 + 24 = 222
17) 591 + 13 = 604
18) 91 + 20 = 111
19) 107 + 10 = 117
20) 206 + 36 = 242
21) 196 + 41 = 237
22) 94 + 12 = 106
23) 100 + 24 = 124
24) 306 + 26 = 332
25) 105 + 34 = 139
26) 103 + 36 = 139
27) 299 + 41 = 340
28) 404 + 14 = 418
29) 96 + 25 = 121
30) 95 + 23 = 118

Add the "nice" numbers to find the sum (cross them off as you add them).

31) 6 + 1 + 9 + 8 + 2 + 5 = 31
32) 4 + 8 + 6 + 3 + 2 + 7 = 30
33) 5 + 2 + 5 + 1 + 7 + 2 = 22
34) 9 + 7 + 7 + 5 + 7 + 9 = 44
35) 2 + 6 + 4 + 5 + 5 + 1 = 23
36) 6 + 3 + 7 + 8 + 2 + 6 = 32
37) 2 + 7 + 7 + 8 + 7 + 7 = 38
38) 3 + 3 + 1 + 1 + 7 + 2 = 17
39) 2 + 4 + 2 + 4 + 3 + 3 = 18
40) 3 + 7 + 3 + 4 + 4 + 2 = 23

Double these numbers

41) 173 × 2 = 346
42) 385 × 2 = 770
43) 376 × 2 = 752
44) 183 × 2 = 366
45) 959 × 2 = 1,918
46) 821 × 2 = 1,642
47) 907 × 2 = 1,814
48) 360 × 2 = 720
49) 193 × 2 = 386
50) 836 × 2 = 1,672
51) 820 × 2 = 1,640
52) 226 × 2 = 452

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Subtracting Near 100: 7 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers **– Nr 100** x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Subtraction near 100

1) 132 – 93 = 39
2) 144 – 97 = 47
3) 144 – 94 = 50
4) 136 – 96 = 40
5) 141 – 103 = 38
6) 510 – 93 = 417
7) 142 – 94 = 48
8) 235 – 96 = 139
9) 118 – 98 = 20
10) 820 – 98 = 722
11) 138 – 95 = 43
12) 332 – 98 = 234
13) 141 – 98 = 43
14) 126 – 105 = 21
15) 140 – 95 = 45

Addition near 100

16) 193 + 43 = 236
17) 91 + 37 = 128
18) 593 + 14 = 607
19) 103 + 22 = 125
20) 91 + 30 = 121
21) 206 + 26 = 232
22) 301 + 37 = 338
23) 99 + 45 = 144
24) 91 + 41 = 132
25) 94 + 31 = 125
26) 99 + 37 = 136
27) 191 + 23 = 214
28) 408 + 28 = 436
29) 102 + 26 = 128
30) 97 + 38 = 135

Add the "nice" numbers to find the sum (cross them off as you add them).

31) 8 + 9 + 2 + 1 + 6 + 6 = 32
32) 7 + 2 + 3 + 2 + 5 + 1 = 20
33) 5 + 5 + 2 + 3 + 3 + 5 = 23
34) 8 + 2 + 2 + 8 + 6 + 5 = 31
35) 7 + 7 + 8 + 3 + 3 + 3 = 31
36) 4 + 6 + 7 + 6 + 7 + 2 = 32
37) 2 + 9 + 2 + 1 + 2 + 2 = 18
38) 1 + 1 + 4 + 8 + 8 + 3 = 25
39) 2 + 4 + 3 + 6 + 8 + 4 = 27
40) 8 + 8 + 8 + 8 + 5 + 2 = 39

Double these numbers

41) 173 × 2 = 346
42) 385 × 2 = 770
43) 376 × 2 = 752
44) 183 × 2 = 366
45) 959 × 2 = 1,918
46) 821 × 2 = 1,642
47) 907 × 2 = 1,814
48) 360 × 2 = 720
49) 193 × 2 = 386
50) 836 × 2 = 1,672
51) 820 × 2 = 1,640
52) 226 × 2 = 452

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

Multiplying 2-digit numbers by 5

We can use the same strategy we used for the x5 number facts: multiply the number by 10 first, then halve it.
For example, 37 x 5: 37 x 10 = 370. Half of 370 = 185 38 x 5 = 185

2-digit numbers x 5

1) 28 × 10 = 280
2) 28 × 5 = 140
3) 63 × 10 = 630
4) 63 × 5 = 315
5) 90 × 5 = 450
6) 60 × 5 = 300
7) 53 × 5 = 265
8) 32 × 5 = 160
9) 76 × 5 = 380
10) 98 × 5 = 490
11) 68 × 5 = 340
12) 96 × 5 = 480
13) 77 × 5 = 385
14) 89 × 5 = 445
15) 24 × 5 = 120
16) 38 × 5 = 190
17) 47 × 5 = 235
18) 95 × 5 = 475
19) 69 × 5 = 345
20) 65 × 5 = 325

3 digit numbers x 5

21) 424 × 10 = 4,240
22) 424 × 5 = 2,120
23) 263 × 10 = 2,630
24) 263 × 5 = 1,315
25) 521 × 5 = 2,605
26) 412 × 5 = 2,060
27) 811 × 5 = 4,055
28) 644 × 5 = 3,220
29) 940 × 5 = 4,700
30) 130 × 5 = 650
31) 886 × 5 = 4,430
32) 844 × 5 = 4,220

Subtraction near 100

33) 126 – 108 = 18
34) 122 – 105 = 17
35) 138 – 104 = 34
36) 112 – 93 = 19
37) 134 – 106 = 28
38) 144 – 107 = 37
39) 211 – 98 = 113
40) 129 – 99 = 30
41) 344 – 92 = 252
42) 137 – 94 = 43
43) 126 – 106 = 20
44) 113 – 96 = 17
45) 514 – 100 = 414
46) 140 – 100 = 40
47) 127 – 98 = 29

Multiplication

48) 5 × 5 = 25
49) 9 × 8 = 72
50) 10 × 5 = 50
51) 9 × 9 = 81
52) 10 × 6 = 60
53) 10 × 7 = 70
54) 9 × 5 = 45
55) 6 × 7 = 42

Division

56) 64 ÷ 8 = 8
57) 50 ÷ 5 = 10
58) 40 ÷ 8 = 5
59) 80 ÷ 8 = 10
60) 35 ÷ 5 = 7
61) 60 ÷ 6 = 10
62) 49 ÷ 7 = 7
63) 25 ÷ 5 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2-digit numbers x 5

1) 82 × 5 = 410	6) 23 × 5 = 115	11) 37 × 5 = 185	16) 63 × 5 = 315
2) 42 × 5 = 210	7) 57 × 5 = 285	12) 96 × 5 = 480	17) 75 × 5 = 375
3) 34 × 5 = 170	8) 78 × 5 = 390	13) 33 × 5 = 165	18) 44 × 5 = 220
4) 84 × 5 = 420	9) 90 × 5 = 450	14) 92 × 5 = 460	19) 73 × 5 = 365
5) 83 × 5 = 415	10) 53 × 5 = 265	15) 65 × 5 = 325	20) 97 × 5 = 485

Addition near 100

21) 198 + 24 = 222	26) 196 + 41 = 237	31) 103 + 36 = 139
22) 591 + 13 = 604	27) 94 + 12 = 106	32) 299 + 41 = 340
23) 91 + 20 = 111	28) 100 + 24 = 124	33) 404 + 14 = 418
24) 107 + 10 = 117	29) 306 + 26 = 332	34) 96 + 25 = 121
25) 206 + 36 = 242	30) 105 + 34 = 139	35) 95 + 23 = 118

Divide these numbers

36) 121 ÷ 10 = 12.1	41) 6,006 ÷ 100 = 60.06
37) 508 ÷ 1,000 = 0.508	42) 436 ÷ 1,000 = 0.436
38) 728 ÷ 10 = 72.8	43) 51.6 ÷ 100 = 0.516
39) 91.6 ÷ 100 = 0.916	44) 961 ÷ 10 = 96.1
40) 172 ÷ 10 = 17.2	45) 823 ÷ 1,000 = 0.823

Multiplication

46) 5 × 6 = 30	50) 9 × 7 = 63
47) 5 × 5 = 25	51) 10 × 7 = 70
48) 8 × 8 = 64	52) 8 × 7 = 56
49) 10 × 5 = 50	53) 6 × 6 = 36

Division

54) 45 ÷ 5 = 9	58) 35 ÷ 7 = 5
55) 48 ÷ 6 = 8	59) 90 ÷ 9 = 10
56) 40 ÷ 5 = 8	60) 54 ÷ 9 = 6
57) 64 ÷ 8 = 8	61) 63 ÷ 7 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2-digit numbers x 5

1) 35 × 5 = 175	6) 94 × 5 = 470	11) 92 × 5 = 460	16) 95 × 5 = 475
2) 51 × 5 = 255	7) 90 × 5 = 450	12) 93 × 5 = 465	17) 48 × 5 = 240
3) 25 × 5 = 125	8) 26 × 5 = 130	13) 74 × 5 = 370	18) 63 × 5 = 315
4) 39 × 5 = 195	9) 29 × 5 = 145	14) 76 × 5 = 380	19) 40 × 5 = 200
5) 60 × 5 = 300	10) 82 × 5 = 410	15) 69 × 5 = 345	20) 53 × 5 = 265

Multiply these numbers including decimals

21) 1.99 × 100 = 199.00	26) 198 × 1,000 = 198,000
22) 200 × 10 = 2,000	27) 58.2 × 10 = 582.0
23) 7.27 × 1,000 = 7,270.00	28) 2.21 × 10 = 22.10
24) 626 × 100 = 62,600	29) 0.452 × 10 = 4.520
25) 60.1 × 100 = 6,010.0	30) 6.42 × 100 = 642.00

Addition revision

31) 6 + 5 = 11	36) 9 + 4 = 13
32) 9 + 8 = 17	37) 5 + 5 = 10
33) 4 + 6 = 10	38) 4 + 5 = 9
34) 5 + 8 = 13	39) 3 + 5 = 8
35) 7 + 4 = 11	40) 10 + 7 = 17

Subtraction revision

41) 10 – 5 = 5	46) 12 – 4 = 8
42) 9 – 4 = 5	47) 17 – 8 = 9
43) 17 – 9 = 8	48) 11 – 3 = 8
44) 14 – 6 = 8	49) 16 – 8 = 8
45) 9 – 2 = 7	50) 18 – 9 = 9

Multiplication

51) 8 × 7 = 56	56) 8 × 9 = 72
52) 9 × 5 = 45	57) 6 × 5 = 30
53) 8 × 6 = 48	58) 8 × 5 = 40
54) 5 × 9 = 45	59) 10 × 6 = 60
55) 7 × 8 = 56	60) 7 × 5 = 35

Division

61) 48 ÷ 8 = 6	66) 54 ÷ 6 = 9
62) 56 ÷ 8 = 7	67) 72 ÷ 8 = 9
63) 36 ÷ 6 = 6	68) 30 ÷ 6 = 5
64) 70 ÷ 7 = 10	69) 35 ÷ 5 = 7
65) 40 ÷ 5 = 8	70) 25 ÷ 5 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying 2- & 3-digit numbers by 5: 8 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

2 digit numbers x 5

1) 66 × 5 = 330	6) 77 × 5 = 385	11) 95 × 5 = 475	16) 71 × 5 = 355
2) 65 × 5 = 325	7) 81 × 5 = 405	12) 93 × 5 = 465	17) 61 × 5 = 305
3) 64 × 5 = 320	8) 46 × 5 = 230	13) 62 × 5 = 310	18) 89 × 5 = 445
4) 38 × 5 = 190	9) 68 × 5 = 340	14) 54 × 5 = 270	19) 32 × 5 = 160
5) 23 × 5 = 115	10) 67 × 5 = 335	15) 75 × 5 = 375	20) 28 × 5 = 140

Multiply these numbers including decimals

21) 8.01 × 1,000 = 8,010.00	26) 87 × 1,000 = 87,000
22) 7.74 × 1,000 = 7,740.00	27) 66.8 × 1,000 = 66,800.0
23) 51.9 × 100 = 5,190.0	28) 4.75 × 100 = 475.00
24) 9.18 × 100 = 918.00	29) 84.6 × 100 = 8,460.0
25) 10.9 × 10 = 109.0	30) 1.83 × 10 = 18.30

Addition revision

31) 4 + 8 = 12	36) 10 + 9 = 19
32) 3 + 7 = 10	37) 4 + 7 = 11
33) 6 + 7 = 13	38) 10 + 4 = 14
34) 5 + 5 = 10	39) 5 + 4 = 9
35) 3 + 4 = 7	40) 5 + 9 = 14

Subtraction revision

41) 16 – 8 = 8	46) 16 – 7 = 9
42) 11 – 4 = 7	47) 12 – 7 = 5
43) 11 – 5 = 6	48) 13 – 8 = 5
44) 18 – 9 = 9	49) 16 – 9 = 7
45) 14 – 9 = 5	50) 17 – 8 = 9

Multiplication

51) 9 × 6 = 54	56) 6 × 7 = 42
52) 9 × 8 = 72	57) 5 × 8 = 40
53) 7 × 9 = 63	58) 8 × 6 = 48
54) 6 × 6 = 36	59) 6 × 8 = 48
55) 7 × 8 = 56	60) 8 × 5 = 40

Division

61) 56 ÷ 7 = 8	66) 35 ÷ 7 = 5
62) 45 ÷ 9 = 5	67) 72 ÷ 9 = 8
63) 60 ÷ 6 = 10	68) 64 ÷ 8 = 8
64) 36 ÷ 6 = 6	69) 81 ÷ 9 = 9
65) 48 ÷ 6 = 8	70) 42 ÷ 6 = 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers x 50: 9 [A]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Multiplying 2-digit numbers x 50

Multiplying by 50 is quite easy to do, seeing that it is one half of 100.
Multiplying by 50 can be done by multiplying by 100 then halving the result, or in the opposite order, halve the other number first, then multiply by 100.
For example, 62 x 50 = (62 x 100) ÷ 2 = 6200 ÷ 2 = 3100
or: 62 x 50 = (62 ÷ 2) x 100 = 31 x 100 = 3100

2 digit numbers x 50

1) 24 × 100 = 2,400
2) 24 × 50 = 1,200
3) 52 × 100 = 5,200
4) 52 × 50 = 2,600
5) 72 × 50 = 3,600
6) 49 × 50 = 2,450
7) 73 × 50 = 3,650
8) 90 × 50 = 4,500
9) 42 × 50 = 2,100
10) 74 × 50 = 3,700
11) 76 × 50 = 3,800
12) 27 × 50 = 1,350
13) 41 × 50 = 2,050
14) 93 × 50 = 4,650
15) 78 × 50 = 3,900

Double these numbers

16) 110 × 2 = 220
17) 793 × 2 = 1,586
18) 595 × 2 = 1,190
19) 401 × 2 = 802
20) 702 × 2 = 1,404
21) 203 × 2 = 406
22) 136 × 2 = 272
23) 307 × 2 = 614
24) 672 × 2 = 1,344
25) 407 × 2 = 814
26) 785 × 2 = 1,570
27) 238 × 2 = 476

Addition revision

28) 4 + 8 = 12
29) 3 + 7 = 10
30) 6 + 7 = 13
31) 5 + 5 = 10
32) 3 + 4 = 7
33) 10 + 9 = 19
34) 4 + 7 = 11
35) 10 + 4 = 14
36) 5 + 4 = 9
37) 5 + 9 = 14

Subtraction revision

38) 16 – 8 = 8
39) 11 – 4 = 7
40) 11 – 5 = 6
41) 18 – 9 = 9
42) 14 – 9 = 5
43) 16 – 7 = 9
44) 12 – 7 = 5
45) 13 – 8 = 5
46) 16 – 9 = 7
47) 17 – 8 = 9

Multiplication

48) 5 × 5 = 25
49) 9 × 8 = 72
50) 10 × 5 = 50
51) 9 × 9 = 81
52) 10 × 6 = 60
53) 10 × 7 = 70
54) 9 × 5 = 45
55) 6 × 7 = 42

Division

56) 64 ÷ 8 = 8
57) 50 ÷ 5 = 10
58) 40 ÷ 8 = 5
59) 80 ÷ 8 = 10
60) 35 ÷ 5 = 7
61) 60 ÷ 6 = 10
62) 49 ÷ 7 = 7
63) 25 ÷ 5 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 50: 9 [B]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

2 digit numbers x 50

1) 64 × 50 = 3,200
2) 24 × 50 = 1,200
3) 86 × 50 = 4,300
4) 29 × 50 = 1,450
5) 41 × 50 = 2,050
6) 43 × 50 = 2,150
7) 75 × 50 = 3,750
8) 26 × 50 = 1,300
9) 57 × 50 = 2,850
10) 80 × 50 = 4,000
11) 91 × 50 = 4,550
12) 42 × 50 = 2,100
13) 28 × 50 = 1,400
14) 88 × 50 = 4,400
15) 33 × 50 = 1,650

Double these numbers

16) 803 × 2 = 1,606
17) 373 × 2 = 746
18) 121 × 2 = 242
19) 921 × 2 = 1,842
20) 508 × 2 = 1,016
21) 330 × 2 = 660
22) 521 × 2 = 1,042
23) 503 × 2 = 1,006
24) 285 × 2 = 570
25) 510 × 2 = 1,020
26) 492 × 2 = 984
27) 338 × 2 = 676

Add the nice numbers to find the sum (cross them off as you add them).

28) 7 + 2 + 3 + 1 + 9 = 22
29) 6 + 1 + 5 + 4 + 2 = 18
30) 2 + 2 + 5 + 5 + 4 = 18
31) 3 + 8 + 6 + 8 + 8 = 33

Addition revision

32) 10 + 4 = 14
33) 8 + 5 = 13
34) 6 + 7 = 13
35) 7 + 7 = 14
36) 8 + 9 = 17
37) 9 + 9 = 18
38) 10 + 6 = 16
39) 9 + 4 = 13

Subtraction revision

40) 13 – 5 = 8
41) 9 – 4 = 5
42) 14 – 6 = 8
43) 15 – 7 = 8
44) 11 – 2 = 9
45) 15 – 6 = 9
46) 16 – 8 = 8
47) 12 – 6 = 6

Multiplication

48) 7 × 7 = 49
49) 9 × 6 = 54
50) 7 × 8 = 56
51) 8 × 6 = 48
52) 6 × 7 = 42
53) 10 × 5 = 50
54) 7 × 6 = 42
55) 8 × 7 = 56
56) 10 × 6 = 60
57) 6 × 5 = 30

Division

58) 40 ÷ 8 = 5
59) 56 ÷ 8 = 7
60) 60 ÷ 6 = 10
61) 36 ÷ 6 = 6
62) 90 ÷ 9 = 10
63) 72 ÷ 8 = 9
64) 81 ÷ 9 = 9
65) 54 ÷ 6 = 9
66) 80 ÷ 8 = 10
67) 42 ÷ 6 = 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 25: 9 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Multiplying 2-digit numbers x 25

Multiplying by 25 is quite easy to do as well, seeing that it is one quarter or fourth of 100.
Multiplying by 25 can be done by multiplying by 100 then finding a quarter of the result, or in the opposite order, quarter the other number first, then multiply by 100.
For example, 84 x 25 = (84 x 100) ÷ 4 = 8400 ÷ 4 = 2100
or: 84 x 25 = (84 ÷ 4) x 100 = 21 x 100 = 2100

2 digit numbers x 25

1) 44 × 25 = 1,100
2) 32 × 25 = 800
3) 24 × 25 = 600
4) 48 × 25 = 1,200
5) 36 × 25 = 900
6) 84 × 25 = 2,100
7) 24 × 25 = 600
8) 80 × 25 = 2,000
9) 48 × 25 = 1,200
10) 64 × 25 = 1,600
11) 72 × 25 = 1,800
12) 60 × 25 = 1,500
13) 96 × 25 = 2,400
14) 32 × 25 = 800
15) 68 × 25 = 1,700

Double these numbers

16) 711 × 2 = 1,422
17) 207 × 2 = 414
18) 267 × 2 = 534
19) 200 × 2 = 400
20) 473 × 2 = 946
21) 294 × 2 = 588
22) 618 × 2 = 1,236
23) 359 × 2 = 718
24) 898 × 2 = 1,796
25) 674 × 2 = 1,348
26) 597 × 2 = 1,194
27) 254 × 2 = 508

Addition revision

28) 7 + 6 = 13
29) 5 + 5 = 10
30) 6 + 6 = 12
31) 5 + 8 = 13
32) 8 + 4 = 12
33) 6 + 8 = 14
34) 10 + 6 = 16
35) 4 + 8 = 12
36) 7 + 7 = 14
37) 6 + 5 = 11

Subtraction revision

38) 11 – 3 = 8
39) 15 – 7 = 8
40) 13 – 4 = 9
41) 13 – 5 = 8
42) 15 – 6 = 9
43) 16 – 9 = 7
44) 18 – 9 = 9
45) 8 – 3 = 5
46) 15 – 8 = 7
47) 12 – 3 = 9

Multiplication

48) 6 × 7 = 42
49) 5 × 9 = 45
50) 8 × 8 = 64
51) 5 × 8 = 40
52) 9 × 7 = 63
53) 8 × 5 = 40
54) 8 × 7 = 56
55) 10 × 5 = 50

Division

56) 90 ÷ 9 = 10
57) 36 ÷ 6 = 6
58) 40 ÷ 8 = 5
59) 35 ÷ 5 = 7
60) 63 ÷ 7 = 9
61) 54 ÷ 9 = 6
62) 72 ÷ 8 = 9
63) 54 ÷ 6 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Time: **Score:** **Multiplying Larger Numbers by 25: 9 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision	

2 digit numbers x 25

1) 28 × 25 = 700
2) 68 × 25 = 1,700
3) 56 × 25 = 1,400
4) 64 × 25 = 1,600
5) 44 × 25 = 1,100
6) 28 × 25 = 700
7) 48 × 25 = 1,200
8) 28 × 25 = 700
9) 40 × 25 = 1,000

2 digit numbers x 50

10) 82 × 50 = 4,100
11) 88 × 50 = 4,400
12) 67 × 50 = 3,350
13) 50 × 50 = 2,500
14) 25 × 50 = 1,250
15) 48 × 50 = 2,400
16) 80 × 50 = 4,000
17) 47 × 50 = 2,350
18) 84 × 50 = 4,200

Add the "nice" numbers to find the sum (cross them off as you add them).

19) 7 + 1 + 2 + 2 + 6 + 2 = 20
20) 3 + 3 + 3 + 8 + 8 + 6 = 31
21) 9 + 6 + 3 + 9 + 9 + 2 = 38
22) 3 + 3 + 6 + 7 + 7 + 9 = 35
23) 5 + 3 + 7 + 9 + 1 + 8 = 33
24) 9 + 9 + 4 + 7 + 9 + 7 = 45
25) 1 + 2 + 1 + 7 + 6 + 6 = 23
26) 1 + 1 + 5 + 7 + 5 + 5 = 24

Addition revision

27) 9 + 6 = 15
28) 6 + 7 = 13
29) 6 + 9 = 15
30) 8 + 5 = 13
31) 8 + 6 = 14
32) 3 + 9 = 12
33) 4 + 6 = 10
34) 7 + 9 = 16
35) 4 + 8 = 12
36) 6 + 6 = 12

Subtraction revision

37) 12 – 5 = 7
38) 15 – 8 = 7
39) 15 – 7 = 8
40) 12 – 6 = 6
41) 14 – 7 = 7
42) 17 – 9 = 8
43) 14 – 6 = 8
44) 11 – 6 = 5
45) 16 – 7 = 9
46) 16 – 8 = 8

Multiplication

47) 6 × 7 = 42
48) 10 × 7 = 70
49) 9 × 7 = 63
50) 7 × 6 = 42
51) 9 × 5 = 45
52) 5 × 8 = 40
53) 5 × 7 = 35
54) 10 × 5 = 50

Division

55) 60 ÷ 6 = 10
56) 48 ÷ 6 = 8
57) 56 ÷ 7 = 8
58) 81 ÷ 9 = 9
59) 64 ÷ 8 = 8
60) 40 ÷ 5 = 8
61) 40 ÷ 8 = 5
62) 42 ÷ 7 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Multiply these numbers including decimals

1) 426 × 1,000 = 426,000
2) 660 × 10 = 6,600
3) 0.4 × 100 = 40.0
4) 8.59 × 100 = 859.00
5) 2.00 × 1,000 = 2,000.00
6) 975 × 1,000 = 975,000
7) 0.509 × 10 = 5.090
8) 95.8 × 100 = 9,580.0
9) 0.604 × 100 = 60.400
10) 325 × 1,000 = 325,000

2 digit numbers x 25

11) 82 × 25 = 2,050
12) 60 × 25 = 1,500
13) 72 × 25 = 1,800
14) 28 × 25 = 700
15) 44 × 25 = 1,100
16) 40 × 25 = 1,000
17) 64 × 25 = 1,600
18) 96 × 25 = 2,400
19) 68 × 25 = 1,700

2 digit numbers x 50

20) 25 × 50 = 1,250
21) 41 × 50 = 2,050
22) 46 × 50 = 2,300
23) 76 × 50 = 3,800
24) 78 × 50 = 3,900
25) 74 × 50 = 3,700
26) 92 × 50 = 4,600
27) 49 × 50 = 2,450
28) 33 × 50 = 1,650

Add the nice numbers to find the sum (cross them off as you add them).

29) 7 + 6 + 5 + 6 + 9 + 5 = 38
30) 5 + 2 + 4 + 1 + 1 + 7 = 20
31) 3 + 5 + 6 + 2 + 3 + 6 = 25
32) 3 + 7 + 7 + 5 + 8 + 4 = 34
33) 3 + 7 + 3 + 4 + 2 + 8 = 27
34) 4 + 3 + 8 + 4 + 2 + 2 = 23
35) 5 + 6 + 3 + 5 + 8 + 9 = 36
36) 2 + 7 + 6 + 9 + 8 + 3 = 35

Addition revision

37) 4 + 5 = 9
38) 3 + 4 = 7
39) 4 + 9 = 13
40) 10 + 7 = 17
41) 4 + 4 = 8
42) 8 + 4 = 12
43) 5 + 8 = 13
44) 7 + 7 = 14

Subtraction revision

45) 10 – 2 = 8
46) 14 – 6 = 8
47) 18 – 9 = 9
48) 17 – 8 = 9
49) 10 – 5 = 5
50) 8 – 2 = 6
51) 15 – 7 = 8
52) 17 – 9 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 28 + 98 = 126
2) 30 + 101 = 131
3) 42 + 102 = 144
4) 21 + 93 = 114
5) 36 + 104 = 140
6) 41 + 93 = 134
7) 39 + 96 = 135
8) 19 + 95 = 114
9) 12 + 92 = 104
10) 12 + 93 = 105
11) 21 + 104 = 125
12) 36 + 103 = 139
13) 20 + 106 = 126
14) 31 + 107 = 138
15) 20 + 97 = 117

Multiply these numbers including decimals

16) 89.2 × 10 = 892.0
17) 51.0 × 100 = 5,100.0
18) 927 × 1,000 = 927,000
19) 539 × 1,000 = 539,000
20) 116 × 10 = 1,160
21) 456 × 10 = 4,560
22) 69.9 × 100 = 6,990.0
23) 62.8 × 1,000 = 62,800.0
24) 123 × 1,000 = 123,000
25) 0.656 × 10 = 6.560

2 digit numbers x 25

26) 60 × 25 = 1,500
27) 24 × 25 = 600
28) 96 × 25 = 2,400
29) 32 × 25 = 800
30) 24 × 25 = 600
31) 52 × 25 = 1,300
32) 60 × 25 = 1,500
33) 48 × 25 = 1,200
34) 72 × 25 = 1,800

2 digit numbers x 50

35) 83 × 50 = 4,150
36) 92 × 50 = 4,600
37) 97 × 50 = 4,850
38) 25 × 50 = 1,250
39) 68 × 50 = 3,400
40) 89 × 50 = 4,450
41) 81 × 50 = 4,050
42) 95 × 50 = 4,750
43) 49 × 50 = 2,450

Add the nice numbers to find the sum (cross them off as you add them).

44) 4 + 3 + 8 + 3 + 5 + 7 = 30
45) 3 + 3 + 5 + 6 + 8 + 4 = 29
46) 2 + 8 + 2 + 3 + 9 + 9 = 33
47) 3 + 6 + 6 + 7 + 7 + 2 = 31
48) 4 + 6 + 2 + 9 + 4 + 5 = 30
49) 8 + 3 + 8 + 8 + 8 + 5 = 40

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Divide these numbers

1) 7,984 ÷ 10 = 798.4
2) 6,860 ÷ 1,000 = 6.86
3) 878 ÷ 100 = 8.78
4) 82.24 ÷ 10 = 8.224
5) 20.47 ÷ 10 = 2.047
6) 77.8 ÷ 100 = 0.778
7) 834 ÷ 1,000 = 0.834
8) 24.3 ÷ 100 = 0.243
9) 8.06 ÷ 10 = 0.806
10) 23.6 ÷ 100 = 0.236

Addition near 100

11) 102 + 40 = 142
12) 106 + 34 = 140
13) 90 + 30 = 120
14) 102 + 29 = 131
15) 103 + 16 = 119
16) 100 + 15 = 115
17) 96 + 39 = 135
18) 96 + 44 = 140
19) 104 + 14 = 118
20) 102 + 11 = 113
21) 101 + 29 = 130
22) 90 + 24 = 114
23) 100 + 44 = 144
24) 105 + 44 = 149
25) 104 + 37 = 141

Add the nice numbers to find the sum (cross them off as you add them).

26) 8 + 5 + 2 + 2 + 7 + 3 = 27
27) 8 + 6 + 5 + 3 + 1 + 6 = 29
28) 5 + 2 + 6 + 9 + 7 + 4 = 33
29) 2 + 3 + 1 + 3 + 2 + 7 = 18
30) 5 + 9 + 4 + 3 + 1 + 5 = 27
31) 6 + 6 + 4 + 7 + 4 + 4 = 31
32) 7 + 9 + 7 + 5 + 4 + 8 = 40
33) 7 + 3 + 8 + 4 + 9 + 6 = 37

Double these numbers

34) 875 × 2 = 1,750
35) 835 × 2 = 1,670
36) 845 × 2 = 1,690
37) 557 × 2 = 1,114
38) 353 × 2 = 706
39) 686 × 2 = 1,372

Addition revision

40) 3 + 5 = 8
41) 6 + 7 = 13
42) 3 + 6 = 9
43) 6 + 6 = 12
44) 4 + 9 = 13
45) 4 + 4 = 8

Subtraction revision

46) 11 – 5 = 6
47) 12 – 4 = 8
48) 10 – 3 = 7
49) 14 – 6 = 8
50) 16 – 9 = 7
51) 13 – 8 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Addition near 100

1) 33 + 96 = 129
2) 34 + 108 = 142
3) 38 + 96 = 134
4) 26 + 102 = 128
5) 29 + 107 = 136
6) 26 + 95 = 121
7) 18 + 107 = 125
8) 20 + 96 = 116
9) 32 + 96 = 128
10) 31 + 101 = 132
11) 14 + 108 = 122
12) 11 + 101 = 112
13) 43 + 107 = 150
14) 25 + 106 = 131
15) 39 + 101 = 140

Multiply these numbers including decimals

16) 5.78 × 1,000 = 5,780.00
17) 2.00 × 10 = 20.00
18) 39.9 × 100 = 3,990.0
19) 29.6 × 100 = 2,960.0
20) 24.7 × 10 = 247.0
21) 5.19 × 1,000 = 5,190.00
22) 0.291 × 10 = 2.910
23) 955 × 100 = 95,500
24) 280 × 100 = 28,000
25) 3.67 × 10 = 36.70

2 digit numbers x 25

26) 64 × 25 = 1,600
27) 36 × 25 = 900
28) 52 × 25 = 1,300
29) 32 × 25 = 800
30) 28 × 25 = 700
31) 20 × 25 = 500
32) 82 × 25 = 2,050
33) 60 × 25 = 1,500
34) 16 × 25 = 400

2 digit numbers x 50

35) 81 × 50 = 4,050
36) 53 × 50 = 2,650
37) 74 × 50 = 3,700
38) 52 × 50 = 2,600
39) 98 × 50 = 4,900
40) 26 × 50 = 1,300
41) 57 × 50 = 2,850
42) 79 × 50 = 3,950
43) 31 × 50 = 1,550

Add the nice numbers to find the sum (cross them off as you add them).

44) 8 + 6 + 1 + 6 + 7 + 7 = 35
45) 1 + 4 + 8 + 2 + 5 + 8 = 28
46) 1 + 7 + 9 + 4 + 7 + 5 = 33
47) 5 + 8 + 3 + 2 + 1 + 6 = 25
48) 5 + 2 + 8 + 7 + 7 + 4 = 33
49) 1 + 5 + 6 + 4 + 6 + 6 = 28

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Check Up A**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

x 10, x 100, x 1,000

1) 73.8 × 1,000 = 73,800.0
2) 5.65 × 100 = 565.00
3) 702 × 10 = 7,020
4) 79 × 1,000 = 79,000
5) 27.3 × 10 = 273.0
6) 41.9 × 1,000 = 41,900.0
7) 0.793 × 1,000 = 793.000
8) 4.88 × 100 = 488.00
9) 65.0 × 10 = 650.0
10) 1.80 × 10 = 18.00
11) 103 × 1,000 = 103,000
12) 373 × 100 = 37,300

÷ 10, ÷ 100, ÷ 1000

13) 6,831 ÷ 1,000 = 6.831
14) 5 ÷ 100 = 0.05
15) 8,077 ÷ 10 = 807.7
16) 205 ÷ 1,000 = 0.205
17) 70 ÷ 1,000 = 0.07
18) 5,008 ÷ 100 = 50.08
19) 56,392 ÷ 1,000 = 56.392
20) 2,186 ÷ 10 = 218.6
21) 1,400 ÷ 100 = 14
22) 62,002 ÷ 1,000 = 62.002
23) 10,185 ÷ 10 = 1,018.5
24) 15,009 ÷ 100 = 150.09

Addition revision

25) 4 + 9 = 13
26) 7 + 4 = 11
27) 5 + 8 = 13
28) 7 + 5 = 12
29) 6 + 5 = 11
30) 5 + 7 = 12
31) 8 + 6 = 14
32) 7 + 9 = 16
33) 6 + 8 = 14
34) 9 + 7 = 16

Subtraction revision

45) 16 – 8 = 8
46) 16 – 9 = 7
47) 17 – 8 = 9
48) 13 – 8 = 5
49) 13 – 7 = 6
50) 11 – 2 = 9
51) 14 – 5 = 9
52) 14 – 8 = 6
53) 9 – 2 = 7
54) 11 – 5 = 6

Multiplication revision

35) 7 × 4 = 28
36) 8 × 9 = 72
37) 9 × 9 = 81
38) 10 × 7 = 70
39) 5 × 8 = 40
40) 8 × 8 = 64
41) 4 × 6 = 24
42) 6 × 6 = 36
43) 9 × 8 = 72
44) 5 × 6 = 30

Division revision

55) 30 ÷ 6 = 5
56) 40 ÷ 8 = 5
57) 72 ÷ 8 = 9
58) 32 ÷ 4 = 8
59) 30 ÷ 5 = 6
60) 54 ÷ 6 = 9
61) 42 ÷ 7 = 6
62) 72 ÷ 9 = 8
63) 24 ÷ 3 = 8
64) 35 ÷ 7 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 2D worksheet. The teacher should record each student's score and the time taken.

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Check Up B**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Double these numbers

1) 43 × 2 = 86
2) 24 × 2 = 48
3) 341 × 2 = 682
4) 253 × 2 = 506
5) 624 × 2 = 1,248
6) 49 × 2 = 98
7) 27 × 2 = 54
8) 486 × 2 = 972
9) 164 × 2 = 328
10) 925 × 2 = 1,850
11) 168 × 2 = 336
12) 330 × 2 = 660
13) 355 × 2 = 710
14) 657 × 2 = 1,314
15) 867 × 2 = 1,734

Halve these numbers

16) 42 ÷ 2 = 21
17) 500 ÷ 2 = 250
18) 56 ÷ 2 = 28
19) 450 ÷ 2 = 225
20) 48 ÷ 2 = 24
21) 326 ÷ 2 = 163
22) 30 ÷ 2 = 15
23) 842 ÷ 2 = 421
24) 38 ÷ 2 = 19
25) 184 ÷ 2 = 92
26) 740 ÷ 2 = 370
27) 148 ÷ 2 = 74
28) 314 ÷ 2 = 157
29) 704 ÷ 2 = 352
30) 674 ÷ 2 = 337
31) 726 ÷ 2 = 363
32) 948 ÷ 2 = 474
33) 970 ÷ 2 = 485
34) 870 ÷ 2 = 435
35) 956 ÷ 2 = 478

x10, x100 or x1000, including decimals

36) 4.08 × 100 = 408.00
37) 34 × 100 = 3,400
38) 8.70 × 1,000 = 8,700.00
39) 40.2 × 10 = 402.0
40) 0.75 × 1,000 = 750.00

Divide these numbers

41) 2,391 ÷ 10 = 239.1
42) 7,796 ÷ 100 = 77.96
43) 146.1 ÷ 100 = 1.461
44) 1,171 ÷ 1,000 = 1.171
45) 1,548 ÷ 10 = 154.8

Addition revision

46) 6 + 6 = 12
47) 4 + 6 = 10
48) 4 + 5 = 9
49) 7 + 4 = 11
50) 9 + 7 = 16
51) 7 + 5 = 12
52) 3 + 8 = 11
53) 3 + 4 = 7
54) 9 + 9 = 18
55) 4 + 7 = 11

Subtraction revision

56) 14 – 6 = 8
57) 17 – 9 = 8
58) 13 – 6 = 7
59) 16 – 8 = 8
60) 9 – 0 = 9
61) 16 – 9 = 7
62) 12 – 7 = 5
63) 15 – 6 = 9
64) 16 – 7 = 9
65) 13 – 8 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 4D worksheet. The teacher should record each student's score and the time taken.

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Check Up C**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 ÷10,100,1000 | Doubling Lg Halving Lg | **Nice Numbers** + Nr 100 | – Nr 100 x5 | x 50,25 Revision

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 8 + 2 + 2 + 3 + 8 + 2 = 25
2) 8 + 8 + 8 + 6 + 8 + 1 = 39
3) 8 + 1 + 4 + 8 + 3 + 4 = 28
4) 4 + 7 + 2 + 1 + 2 + 8 = 24
5) 8 + 8 + 8 + 5 + 1 + 2 = 32
6) 5 + 2 + 1 + 9 + 6 + 4 = 27
7) 6 + 3 + 9 + 9 + 6 + 4 = 37
8) 7 + 6 + 1 + 7 + 4 + 3 = 28
9) 5 + 3 + 2 + 2 + 8 + 5 = 25
10) 4 + 8 + 6 + 2 + 2 + 8 = 30

Addition near 100

11) 94 + 35 = 129
12) 96 + 18 = 114
13) 106 + 21 = 127
14) 101 + 33 = 134
15) 92 + 18 = 110
16) 108 + 41 = 149
17) 102 + 35 = 137
18) 97 + 14 = 111
19) 104 + 44 = 148
20) 103 + 31 = 134
21) 101 + 37 = 138
22) 95 + 31 = 126
23) 99 + 30 = 129
24) 98 + 38 = 136
25) 96 + 24 = 120

x10, x100 or x1000, including decimals

26) 6.568 × 100 = 656.800
27) 0.95 × 1,000 = 950.00
28) 507 × 1,000 = 507,000
29) 6,002 × 100 = 600,200
30) 92.4 × 1,000 = 92,400.0

÷10, ÷100 or ÷1000, including decimals

31) 50.6 ÷ 100 = 0.506
32) 6,036 ÷ 1,000 = 6.036
33) 8,502 ÷ 10 = 850.2
34) 0.05 ÷ 10 = 0.005
35) 2,108 ÷ 10 = 210.8

Double these numbers

36) 24 × 2 = 48
37) 38 × 2 = 76
38) 402 × 2 = 804
39) 827 × 2 = 1,654
40) 379 × 2 = 758

Halve these numbers

41) 62 ÷ 2 = 31
42) 428 ÷ 2 = 214
43) 836 ÷ 2 = 418
44) 504 ÷ 2 = 252
45) 972 ÷ 2 = 486

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 6D worksheet. The teacher should record each student's score and the time taken.

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Check Up D**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Subtraction near 100

1) 237 – 94 = 143
2) 146 – 105 = 41
3) 135 – 102 = 33
4) 113 – 106 = 7
5) 123 – 104 = 19
6) 234 – 98 = 136
7) 133 – 101 = 32
8) 321 – 97 = 224
9) 533 – 102 = 431
10) 120 – 101 = 19
11) 118 – 98 = 20
12) 623 – 107 = 516
13) 138 – 106 = 32
14) 119 – 95 = 24
15) 129 – 98 = 31

2-digit numbers x 5

16) 42 × 5 = 210
17) 28 × 5 = 140
18) 36 × 5 = 180
19) 83 × 5 = 415
20) 41 × 5 = 205
21) 96 × 5 = 480
22) 22 × 5 = 110
23) 56 × 5 = 280
24) 47 × 5 = 235
25) 62 × 5 = 310
26) 82 × 5 = 410
27) 48 × 5 = 240
28) 26 × 5 = 130
29) 58 × 5 = 290
30) 72 × 5 = 360
31) 68 × 5 = 340
32) 81 × 5 = 405
33) 38 × 5 = 190
34) 56 × 5 = 280
35) 71 × 5 = 355

Addition near 100

36) 99 + 44 = 143
37) 103 + 29 = 132
38) 108 + 35 = 143
39) 95 + 25 = 120
40) 98 + 21 = 119

Add the "nice" numbers to find the sum

41) 9 + 2 + 3 + 1 + 1 + 2 = 18
42) 5 + 7 + 8 + 2 + 8 + 4 = 34
43) 9 + 9 + 9 + 6 + 4 + 9 = 46
44) 5 + 4 + 6 + 4 + 6 + 8 = 33

x10, x100 or x1000, including decimals

45) 5.508 × 100 = 550.800
46) 72.4 × 1,000 = 72,400.0
47) 0.35 × 1,000 = 350.00
48) 407 × 1,000 = 407,000
49) 8,005 × 100 = 800,500

÷10, ÷100 or ÷1000, including decimals

50) 30.6 ÷ 100 = 0.306
51) 8,036 ÷ 1,000 = 8.036
52) 0.08 ÷ 10 = 0.008
53) 0.7 ÷ 10 = 0.07
54) 600 ÷ 1,000 = 0.6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 6D worksheet. The teacher should record each student's score and the time taken.

Bring It On! **ANSWERS** **Mental Strategies**

Time: **Score:** **Check Up E**

PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

2 digit numbers x 50

1) 42 × 50 = 2,100
2) 82 × 50 = 4,100
3) 50 × 50 = 2,500
4) 80 × 50 = 4,000
5) 64 × 50 = 3,200
6) 67 × 50 = 3,350
7) 88 × 50 = 4,400
8) 38 × 50 = 1,900
9) 25 × 50 = 1,250

2 digit numbers x 25

10) 40 × 25 = 1,000
11) 84 × 25 = 2,100
12) 32 × 25 = 800
13) 28 × 25 = 700
14) 42 × 25 = 1,050
15) 56 × 25 = 1,400
16) 68 × 25 = 1,700
17) 92 × 25 = 2,300
18) 80 × 25 = 2,000

Addition near 100

19) 99 + 44 = 143
20) 103 + 29 = 132
21) 108 + 35 = 143
22) 95 + 25 = 120
23) 98 + 21 = 119

Subtraction near 100

24) 140 – 94 = 46
25) 116 – 96 = 20
26) 119 – 103 = 16
27) 136 – 96 = 40
28) 251 – 103 = 148

Add the "nice" numbers to find the sum (cross them off as you add them).

29) 2 + 9 + 4 + 1 + 8 + 5 = 29
30) 4 + 8 + 3 + 8 + 4 + 1 = 28
31) 6 + 6 + 6 + 6 + 3 + 5 = 32
32) 6 + 2 + 5 + 2 + 2 + 8 = 25
33) 8 + 3 + 2 + 3 + 3 + 1 = 20
34) 8 + 4 + 5 + 3 + 5 + 5 = 30

x10, x100 or x1000, including decimals

35) 42.7 × 100 = 4,270.0
36) 6.63 × 1,000 = 6,630.00
37) 89.003 × 10 = 890.030

÷10, ÷100 or ÷1000, including decimals

38) 8,521 ÷ 10 = 852.1
39) 9,757 ÷ 10 = 975.7
40) 6,073 ÷ 10 = 607.3

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes Day 3: Mental Strategies Worksheets". This Check Up is for assessment to be given upon completion of the 10D worksheet. The teacher should record each student's score and the time taken.

Homework **Multiplying by 10, 100 or 1,000: 1 [A]**

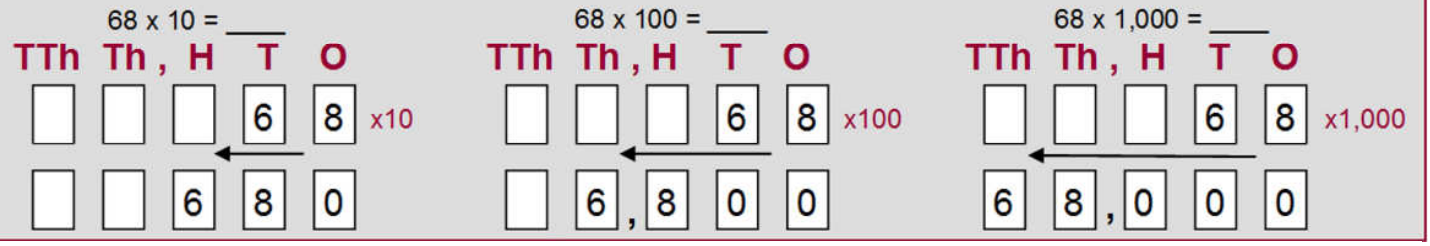
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Information for Parents: Multiplying by 10, 100 or 1,000

To x10, x100, x1,000: Use a number slide.

- x10 move the numbers **1 place.** The number is getting bigger, so move each digit to the **left.**
- x100 move the numbers **2 places** to the left.
- x1,000 move the numbers **3 places** to the left.



Note to parents: It is not recommended to talk of "adding zeroes", since this is not an accurate description of the process. Also it causes problems when numbers with decimals are multiplied. Rather, talk about moving the digits to new locations to make the number bigger by a power of ten.

x 10, x 100, x 1,000

1) 64 × 1,000 = 64,000
2) 21 × 10 = 210
3) 70 × 10 = 700
4) 31 × 1,000 = 31,000
5) 20 × 100 = 2,000
6) 5 × 1,000 = 5,000
7) 65 × 10 = 650
8) 28 × 100 = 2,800
9) 41 × 100 = 4,100
10) 78 × 10 = 780
11) 36 × 10 = 360
12) 31 × 100 = 3,100
13) 96 × 1,000 = 96,000
14) 97 × 1,000 = 97,000
15) 47 × 100 = 4,700
16) 3 × 1,000 = 3,000
17) 76 × 1,000 = 76,000
18) 82 × 100 = 8,200
19) 89 × 100 = 8,900
20) 75 × 1,000 = 75,000

Addition revision

21) 10 + 7 = 17
22) 8 + 4 = 12
23) 3 + 9 = 12
24) 4 + 6 = 10
25) 3 + 8 = 11
26) 9 + 5 = 14
27) 8 + 8 = 16
28) 8 + 5 = 13

Subtraction revision

29) 17 – 8 = 9
30) 14 – 6 = 8
31) 16 – 8 = 8
32) 13 – 8 = 5
33) 8 – 3 = 5
34) 12 – 7 = 5
35) 15 – 7 = 8
36) 10 – 5 = 5

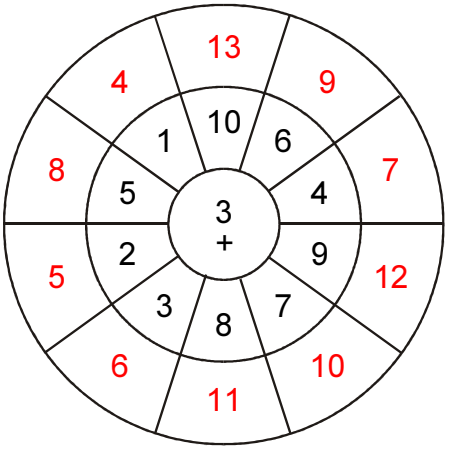
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg		+ Nr 100	x5 Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

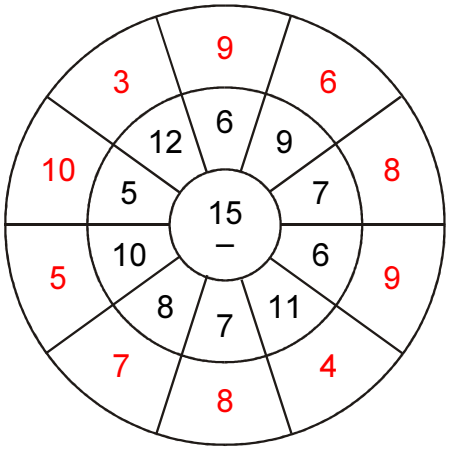
Addition

1)



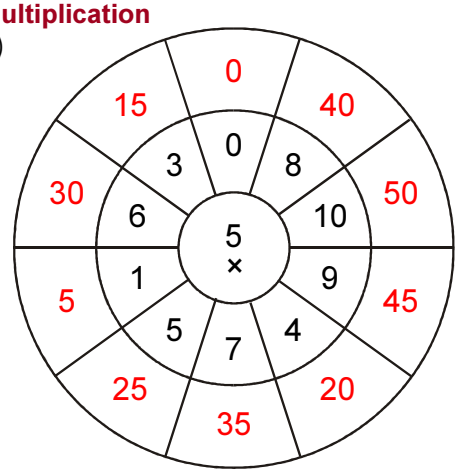
Subtraction

2)

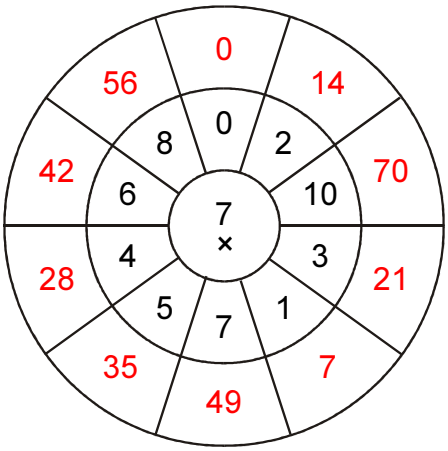


Multiplication

3)

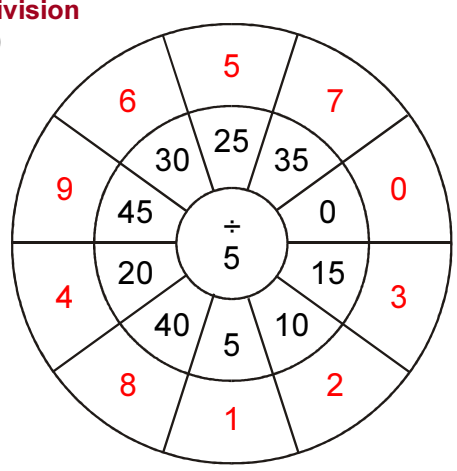


4)

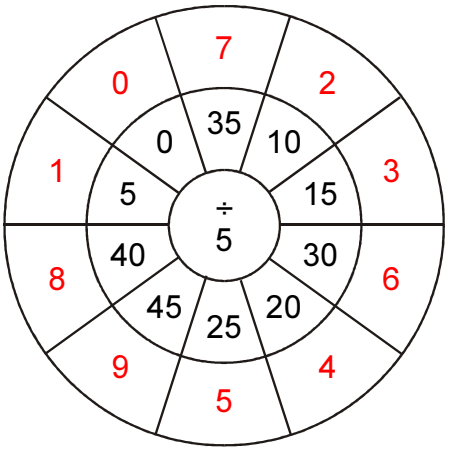


Division

5)



6)



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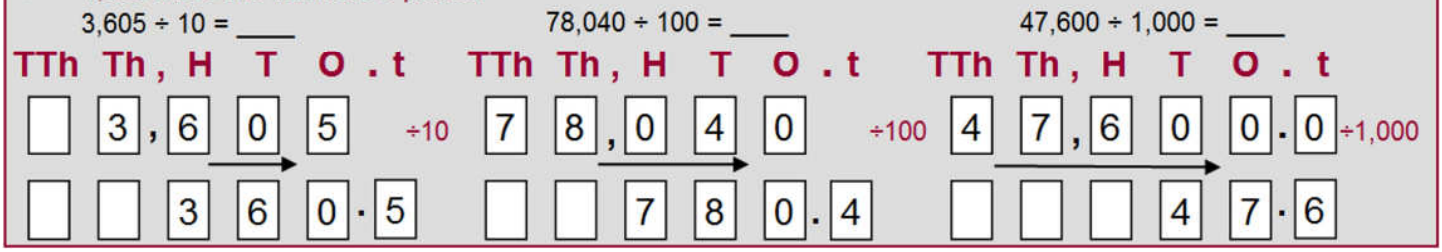
PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Information for Parents: Dividing by 10, 100 or 1,000

To ÷10, ÷100, ÷1,000: Use the number slide.

- ÷10 move the numbers 1 place. Which way? **Think!** The numbers need to get smaller! So which way?
- ÷100 move the numbers 2 places.
- ÷1,000 move the numbers 3 places.



Note to parents: It is not recommended to talk of "removing zeroes", since this is not an accurate description of the process and complicates the porces when dealing with decimals. Rather, talk about moving the digits to new locations to make the number smaller by a power of ten.

÷ 10, ÷ 100, ÷ 1000

1) 9,720 ÷ 10 = 972
2) 230 ÷ 10 = 23
3) 5,700 ÷ 100 = 57
4) 7,000 ÷ 1,000 = 7
5) 1,968 ÷ 10 = 196.8
6) 4,473 ÷ 10 = 447.3
7) 6,000 ÷ 100 = 60
8) 40,000 ÷ 10 = 4,000
9) 2,000 ÷ 1,000 = 2
10) 4,651 ÷ 10 = 465.1
11) 71,000 ÷ 1,000 = 71
12) 79,160 ÷ 10 = 7,916
13) 66,300 ÷ 100 = 663
14) 26,186 ÷ 10 = 2,618.6
15) 77,100 ÷ 100 = 771
16) 97,687 ÷ 10 = 9,768.7
17) 15,572 ÷ 10 = 1,557.2
18) 70,000 ÷ 100 = 700
19) 48,000 ÷ 10 = 4,800
20) 72,687 ÷ 10 = 7,268.7

Multiplication revision

21) 5 × 4 = 20
22) 10 × 8 = 80
23) 7 × 5 = 35
24) 6 × 5 = 30
25) 4 × 6 = 24
26) 6 × 2 = 12
27) 7 × 7 = 49
28) 5 × 2 = 10

Division revision

29) 21 ÷ 3 = 7
30) 90 ÷ 9 = 10
31) 30 ÷ 3 = 10
32) 15 ÷ 3 = 5
33) 24 ÷ 6 = 4
34) 30 ÷ 5 = 6
35) 10 ÷ 2 = 5
36) 18 ÷ 2 = 9

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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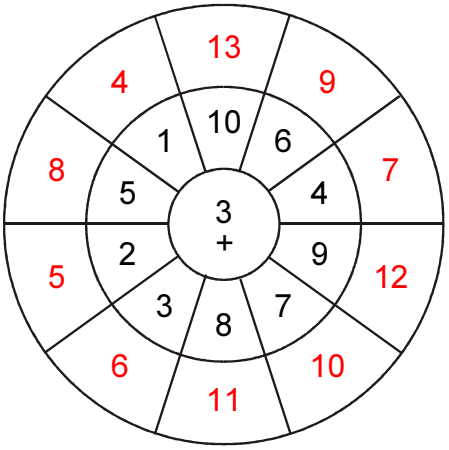
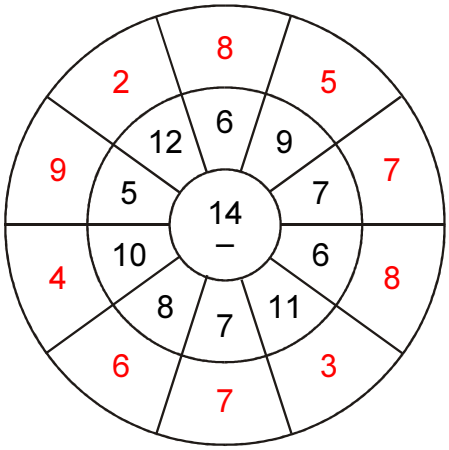
Addition

1)



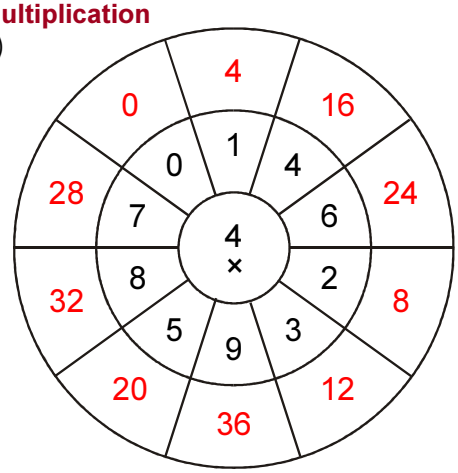
Subtraction

2)

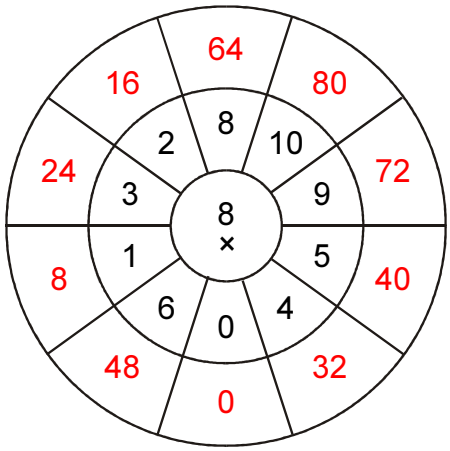


Multiplication

3)

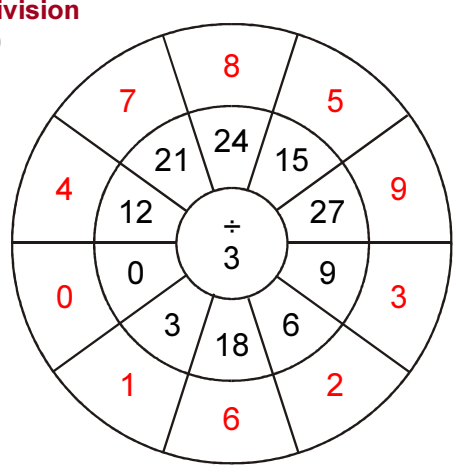


4)

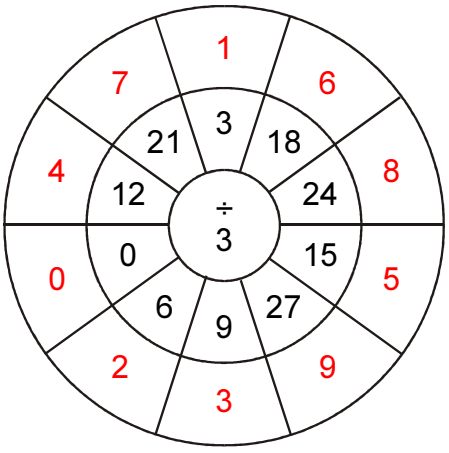


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 | Doubling Lg | Nice Numbers | – Nr 100 | x 50,25
÷10,100,1000 | Halving Lg | + Nr 100 | x5 | Revision

Information for Parents: Doubling 2-digit Numbers

Doubling 2-digit numbers

Double both places, starting with the tens.
For example, Double 23: double the 2 (tens), double the 3: 4 tens + 6 = 46.

Doubling without regrouping

1) 10 × 2 = 20
2) 32 × 2 = 64
3) 11 × 2 = 22
4) 34 × 2 = 68
5) 13 × 2 = 26
6) 21 × 2 = 42
7) 34 × 2 = 68
8) 23 × 2 = 46
9) 44 × 2 = 88
10) 40 × 2 = 80
11) 41 × 2 = 82
12) 43 × 2 = 86
13) 22 × 2 = 44
14) 24 × 2 = 48
15) 11 × 2 = 22
16) 1 × 2 = 2
17) 23 × 2 = 46
18) 12 × 2 = 24
19) 41 × 2 = 82
20) 30 × 2 = 60

Doubling 2-digit numbers with regrouping

Start by doubling the tens. For example, Double 46: double 4 = 8. Try to remember this number. If you need to, you can write the 8 very lightly until you have doubled the ones."
Now double the ones: double 6 = 12. Add the ten to the 8 tens, write "9" (if you wrote "8" softly, write over it with "9"). Then record the remaining ones, "2". Double 46 = 92.

Doubling with regrouping

21) 17 × 2 = 34
22) 39 × 2 = 78
23) 26 × 2 = 52
24) 21 × 2 = 42
25) 27 × 2 = 54
26) 24 × 2 = 48
27) 38 × 2 = 76
28) 18 × 2 = 36
29) 14 × 2 = 28
30) 28 × 2 = 56
31) 24 × 2 = 48
32) 45 × 2 = 90
33) 27 × 2 = 54
34) 42 × 2 = 84
35) 46 × 2 = 92
36) 29 × 2 = 58
37) 47 × 2 = 94
38) 37 × 2 = 74
39) 46 × 2 = 92
40) 43 × 2 = 86

x10, x100 or x1000, including decimals

41) 6.3 × 1,000 = 6,300.0
42) 39.5 × 10 = 395.0
43) 102 × 10 = 1,020
44) 949 × 100 = 94,900
45) 497 × 100 = 49,700
46) 64.0 × 10 = 640.0
47) 126 × 1,000 = 126,000
48) 46.1 × 100 = 4,610.0
49) 878 × 1,000 = 878,000
50) 7.2 × 10 = 72.0

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg		+ Nr 100	x5 Revision

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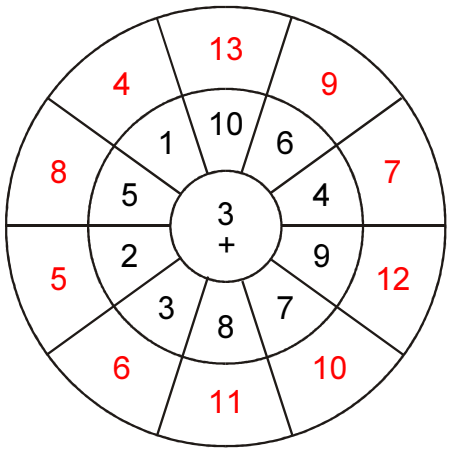
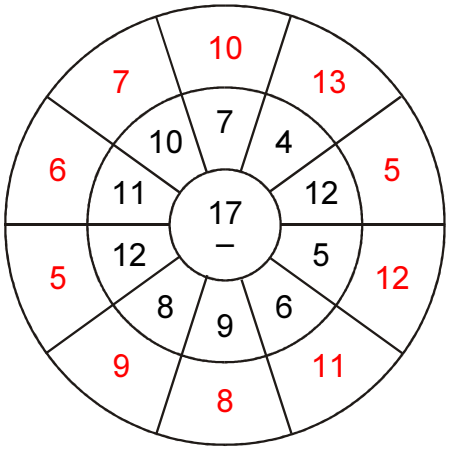
Addition

1)



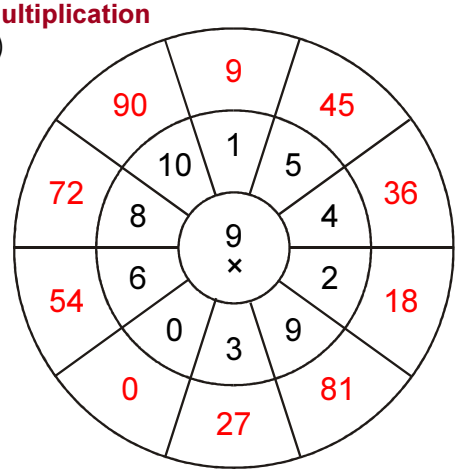
Subtraction

2)

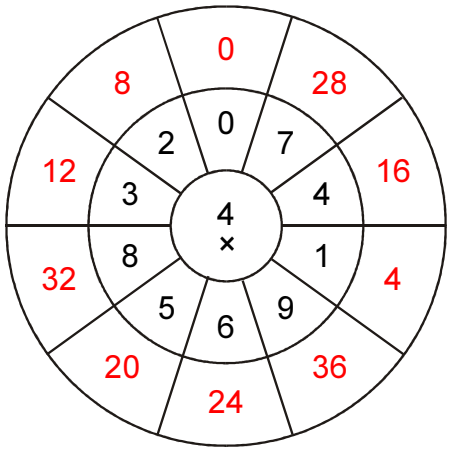


Multiplication

3)

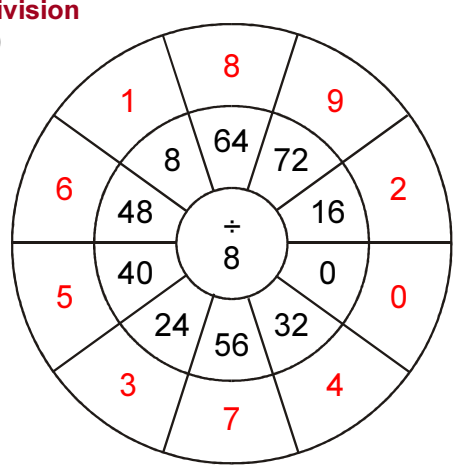


4)

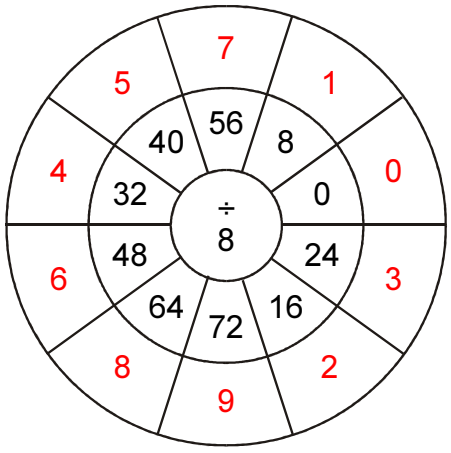


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 **Halving Lg** + Nr 100 x5 Revision

Information for Parents: Halving 2-digit Numbers

Halving 2-digit numbers

Being able to halve a number is often useful, for example when simplifying common fractions, Sharing money etc.

Halving 2-digit numbers without regrouping

Halve the tens, then halve the ones.
For example, halve 48: Half 4 (tens) + half 8 (ones) = 2 tens + 4 ones = 24.

Halve these numbers

1) 20 ÷ 2 = 10
2) 23 ÷ 2 = 11
11) 40 ÷ 2 = 20
12) 24 ÷ 2 = 12
3) 44 ÷ 2 = 22
4) 24 ÷ 2 = 12
13) 30 ÷ 2 = 15
14) 41 ÷ 2 = 20
5) 42 ÷ 2 = 21
6) 30 ÷ 2 = 15
15) 34 ÷ 2 = 17
16) 42 ÷ 2 = 21
7) 10 ÷ 2 = 5
8) 12 ÷ 2 = 6
17) 22 ÷ 2 = 11
18) 13 ÷ 2 = 6
9) 22 ÷ 2 = 11
10) 32 ÷ 2 = 16
19) 32 ÷ 2 = 16
20) 20 ÷ 2 = 10

Halving 2-digit numbers with regrouping

Start with the tens, then the ones. If there is an odd number of tens, take half of the number one less, then add ten to the ones for halving. For example, halve 74: half 6 (tens) + half 14 (ones) = 3 tens + 7 ones = 37.

Halve these numbers

21) 46 ÷ 2 = 23
22) 66 ÷ 2 = 33
31) 52 ÷ 2 = 26
32) 14 ÷ 2 = 7
23) 72 ÷ 2 = 36
24) 84 ÷ 2 = 42
33) 72 ÷ 2 = 36
34) 76 ÷ 2 = 38
25) 36 ÷ 2 = 18
26) 32 ÷ 2 = 16
35) 54 ÷ 2 = 27
36) 58 ÷ 2 = 29
27) 52 ÷ 2 = 26
28) 20 ÷ 2 = 10
37) 46 ÷ 2 = 23
38) 28 ÷ 2 = 14
29) 14 ÷ 2 = 7
30) 62 ÷ 2 = 31
39) 56 ÷ 2 = 28
40) 62 ÷ 2 = 31

Double these numbers

41) 444 × 2 = 888
45) 380 × 2 = 760
49) 714 × 2 = 1,428
42) 281 × 2 = 562
46) 218 × 2 = 436
50) 749 × 2 = 1,498
43) 534 × 2 = 1,068
47) 721 × 2 = 1,442
51) 476 × 2 = 952
44) 737 × 2 = 1,474
48) 299 × 2 = 598
52) 752 × 2 = 1,504

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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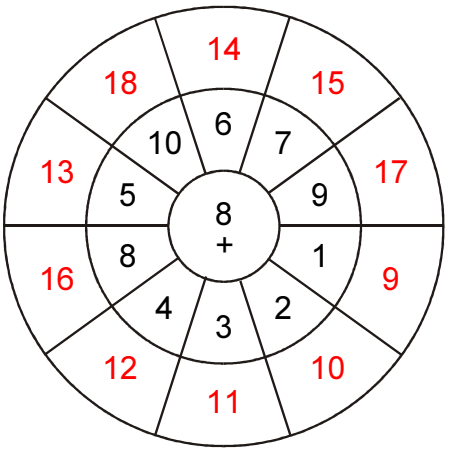
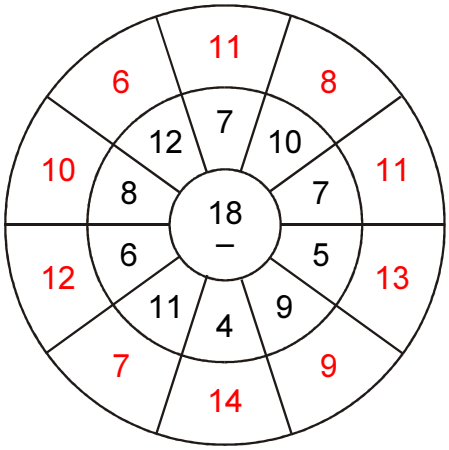
Addition

1)



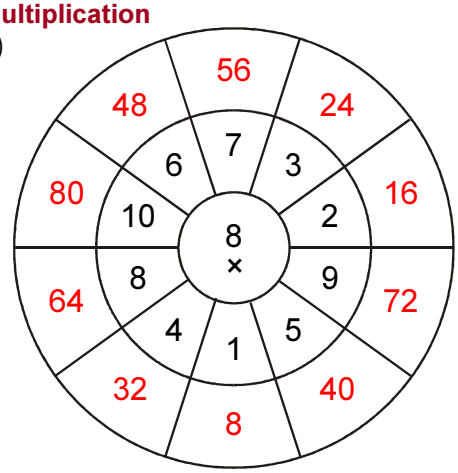
Subtraction

2)

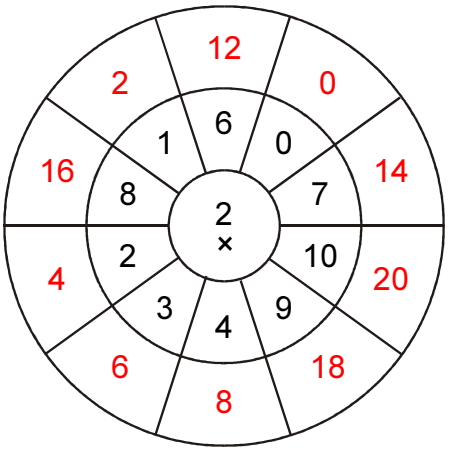


Multiplication

3)

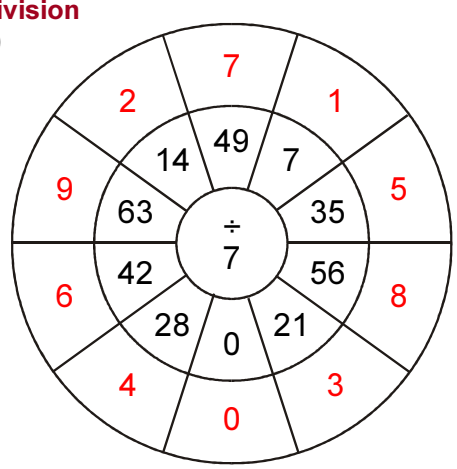


4)

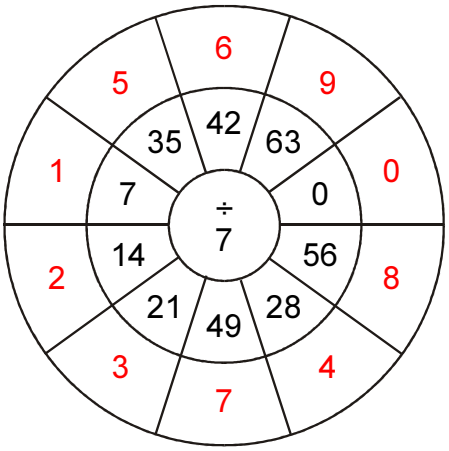


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg **Nice Numbers** – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Information for Parents: Adding "Nice" Numbers

Adding pairs of "nice" numbers:

When mentally adding a set of numbers, proficient thinkers will look for numbers which add easily together. These pairs will usually be two numbers whose sum is 10 or 100.

Cross off the numbers as they are added so as not to get confused.

For example: ~~7~~ + 6 + ~~8~~ + ~~2~~ + ~~3~~ = 20 + 6 = 26 (10 and 10)

Add the "nice" numbers to find the sum (cross them off as you add them).

1) 3 + 7 + 5 + 1 + 9 = 25
2) 1 + 8 + 9 + 2 + 9 = 29
3) 2 + 8 + 7 + 3 + 7 = 27
4) 5 + 1 + 5 + 1 + 9 = 21
5) 5 + 1 + 8 + 5 + 2 = 21
6) 7 + 3 + 8 + 2 + 8 = 28
7) 30 + 70 + 50 + 40 + 10 = 200
8) 60 + 90 + 40 + 10 + 30 = 230
9) 80 + 10 + 90 + 40 + 20 = 240
10) 6 + 2 + 9 + 8 + 4 = 29

Halve these numbers

11) 818 ÷ 2 = 409
12) 122 ÷ 2 = 61
13) 902 ÷ 2 = 451
14) 136 ÷ 2 = 68
15) 82 ÷ 2 = 41
16) 348 ÷ 2 = 174
17) 502 ÷ 2 = 251
18) 760 ÷ 2 = 380
19) 368 ÷ 2 = 184
20) 668 ÷ 2 = 334
21) 202 ÷ 2 = 101
22) 196 ÷ 2 = 98
23) 644 ÷ 2 = 322
24) 920 ÷ 2 = 460
25) 496 ÷ 2 = 248

Double these numbers

26) 355 × 2 = 710
31) 600 × 2 = 1,200
36) 725 × 2 = 1,450
27) 907 × 2 = 1,814
32) 401 × 2 = 802
37) 148 × 2 = 296
28) 382 × 2 = 764
33) 663 × 2 = 1,326
38) 205 × 2 = 410
29) 852 × 2 = 1,704
34) 312 × 2 = 624
39) 550 × 2 = 1,100
30) 476 × 2 = 952
35) 840 × 2 = 1,680
40) 891 × 2 = 1,782

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg		+ Nr 100	x5	Revision

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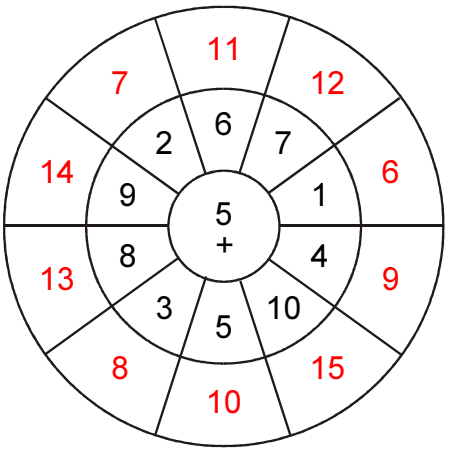
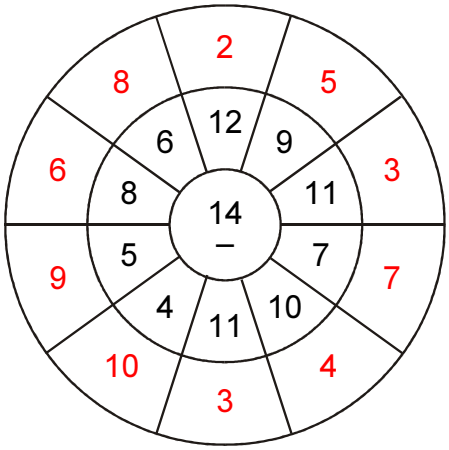
Addition

1)



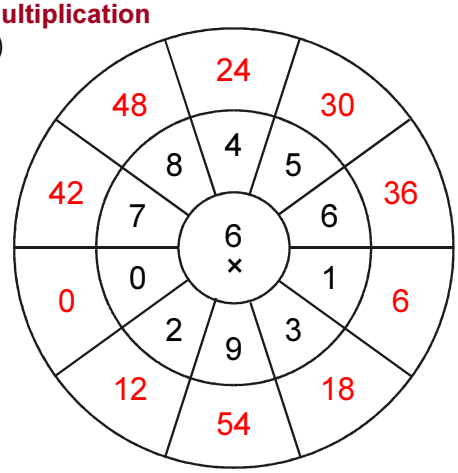
Subtraction

2)

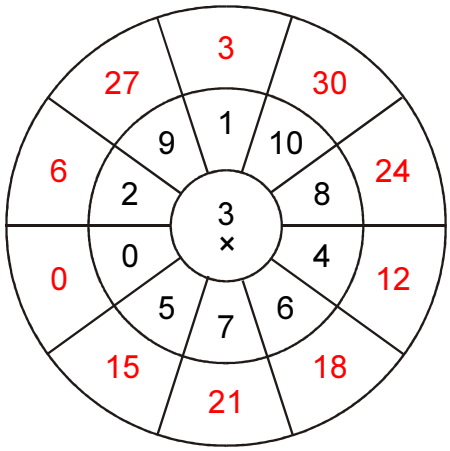


Multiplication

3)

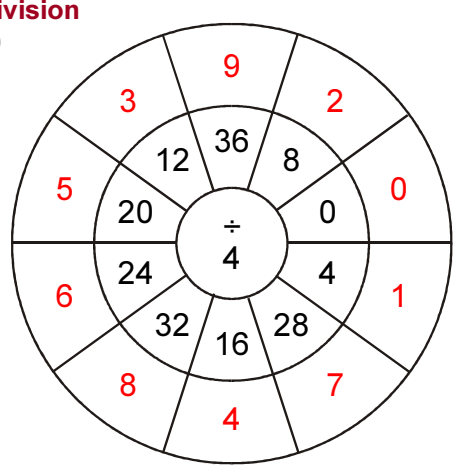


4)



Division

5)



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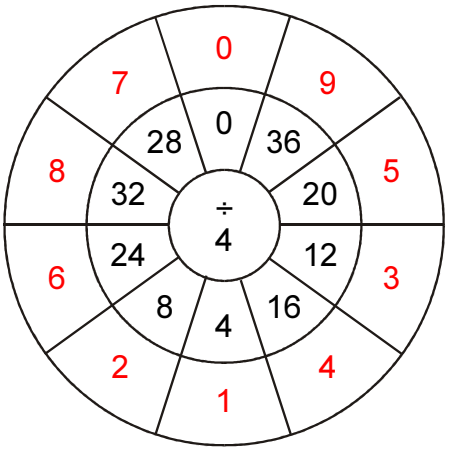

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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg **+ Nr 100** x5 Revision

Information for Parents: Adding Near 100 Numbers

Adding near 100:

When adding near 100 numbers, a "compensation" method can often be used.

For example: 97 + 26 = (100 + 26) – 3 = (126 – 3) = 123

As 97 is 3 less than 100, add 100 then take 3 off the answer.

Addition near 100

1) 97 + 39 = 136	6) 93 + 25 = 118	11) 95 + 35 = 130
2) 96 + 42 = 138	7) 95 + 12 = 107	12) 94 + 39 = 133
3) 97 + 21 = 118	8) 98 + 26 = 124	13) 99 + 31 = 130
4) 97 + 11 = 108	9) 99 + 40 = 139	14) 95 + 32 = 127
5) 97 + 26 = 123	10) 96 + 39 = 135	15) 98 + 17 = 115

Halve these numbers

16) 176 ÷ 2 = 88	17) 624 ÷ 2 = 312	18) 790 ÷ 2 = 395
19) 986 ÷ 2 = 493	20) 556 ÷ 2 = 278	21) 22 ÷ 2 = 11
22) 494 ÷ 2 = 247	23) 440 ÷ 2 = 220	24) 910 ÷ 2 = 455
25) 804 ÷ 2 = 402	26) 870 ÷ 2 = 435	27) 318 ÷ 2 = 159
28) 704 ÷ 2 = 352	29) 452 ÷ 2 = 226	30) 100 ÷ 2 = 50

Double these numbers

31) 121 × 2 = 242	35) 651 × 2 = 1,302	39) 626 × 2 = 1,252
32) 760 × 2 = 1,520	36) 353 × 2 = 706	40) 811 × 2 = 1,622
33) 874 × 2 = 1,748	37) 876 × 2 = 1,752	41) 444 × 2 = 888
34) 633 × 2 = 1,266	38) 176 × 2 = 352	42) 580 × 2 = 1,160

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25	
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision	

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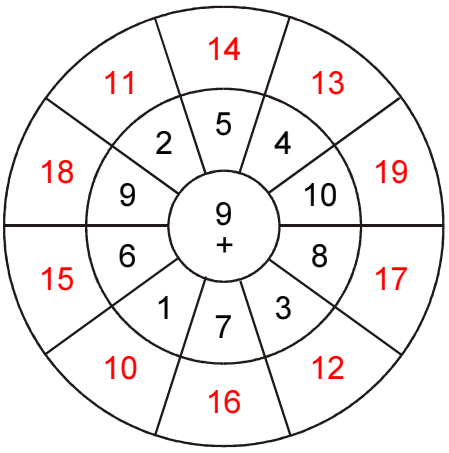
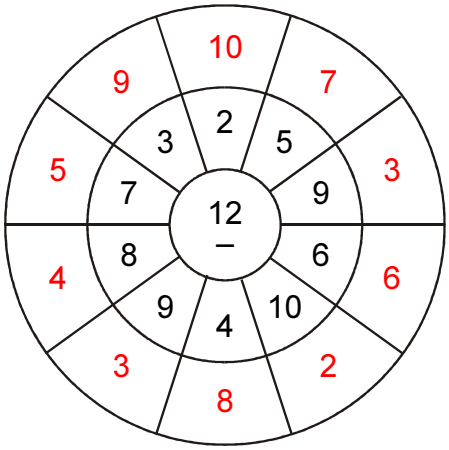
Addition

1)



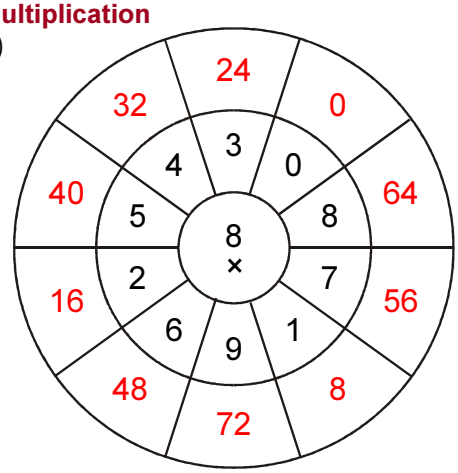
Subtraction

2)

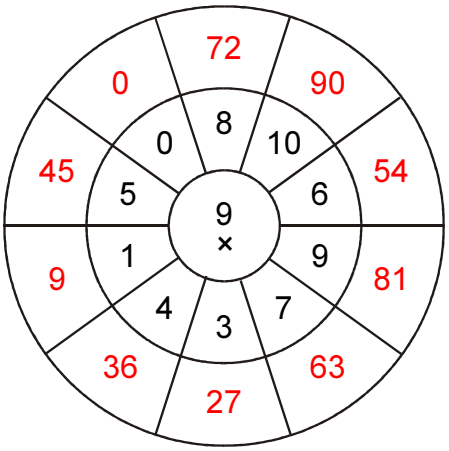


Multiplication

3)

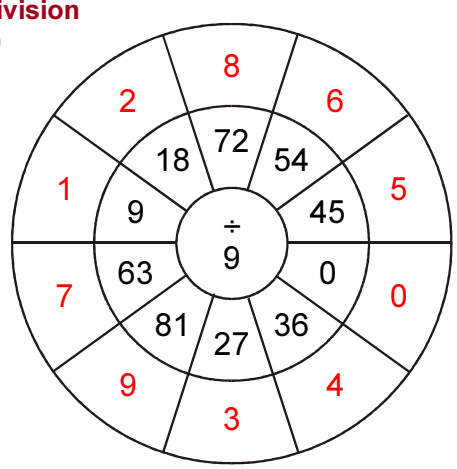


4)



Division

5)



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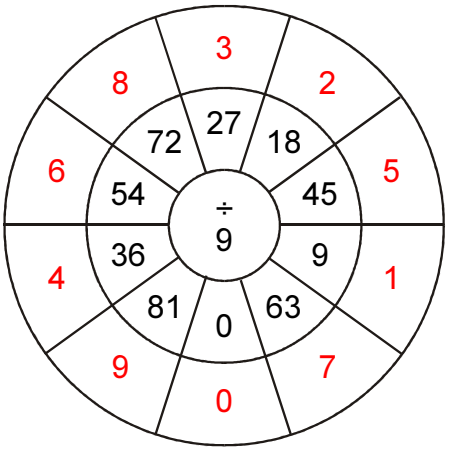

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PROFESSOR PETE'S CLASSROOM

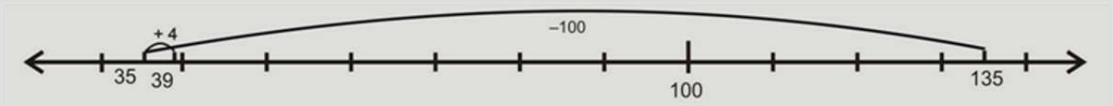
x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

Information for Parents: Subtracting Near 100 Numbers

Subtracting near 100:

When subtracting a number just less than 100, we can first take away 100, then compensate by adding the difference.

For example: 135 - 96 = (135 - 100) + 4 = 35 + 4 = 39



Subtraction near 100

1)	138 – 99 = 39	6)	135 – 97 = 38	11)	143 – 92 = 51
2)	120 – 98 = 22	7)	127 – 95 = 32	12)	109 – 95 = 14
3)	127 – 96 = 31	8)	135 – 96 = 39	13)	137 – 97 = 40
4)	115 – 97 = 18	9)	116 – 92 = 24	14)	118 – 98 = 20
5)	138 – 94 = 44	10)	132 – 96 = 36	15)	125 – 91 = 34

Addition near 100

16)	196 + 41 = 237	21)	105 + 34 = 139	26)	96 + 25 = 121
17)	103 + 36 = 139	22)	591 + 13 = 604	27)	95 + 23 = 118
18)	299 + 41 = 340	23)	198 + 24 = 222	28)	107 + 10 = 117
19)	404 + 14 = 418	24)	94 + 12 = 106	29)	206 + 36 = 242
20)	100 + 24 = 124	25)	306 + 26 = 332	30)	91 + 20 = 111

Double these numbers

31)	329 × 2 = 658	34)	208 × 2 = 416	37)	622 × 2 = 1,244
32)	325 × 2 = 650	35)	744 × 2 = 1,488	38)	842 × 2 = 1,684
33)	493 × 2 = 986	36)	330 × 2 = 660	39)	226 × 2 = 452

Multiplication

40)	9 × 6 = 54	43)	8 × 5 = 40
41)	7 × 5 = 35	44)	10 × 9 = 90
42)	7 × 7 = 49	45)	5 × 5 = 25

Division

46)	64 ÷ 8 = 8	49)	45 ÷ 5 = 9
47)	54 ÷ 6 = 9	50)	72 ÷ 8 = 9
48)	36 ÷ 6 = 6	51)	60 ÷ 6 = 10

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PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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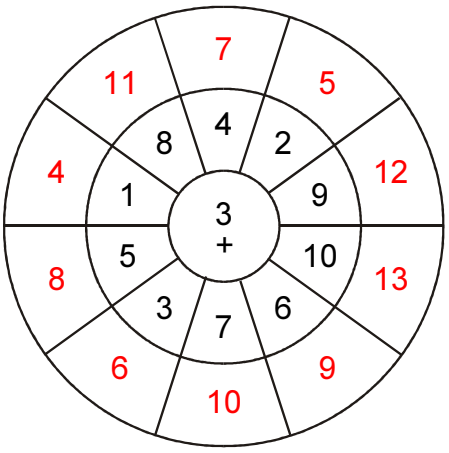
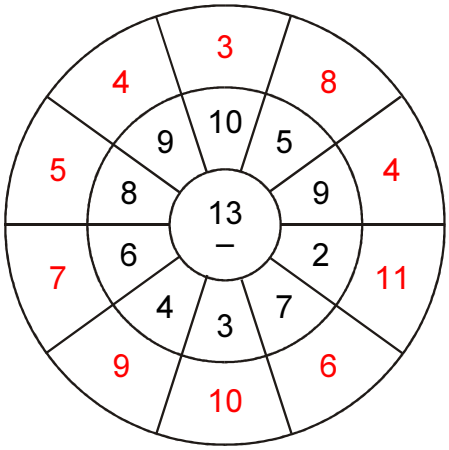
Addition

1)



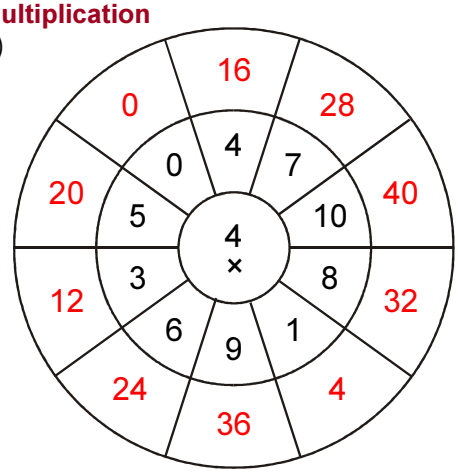
Subtraction

2)

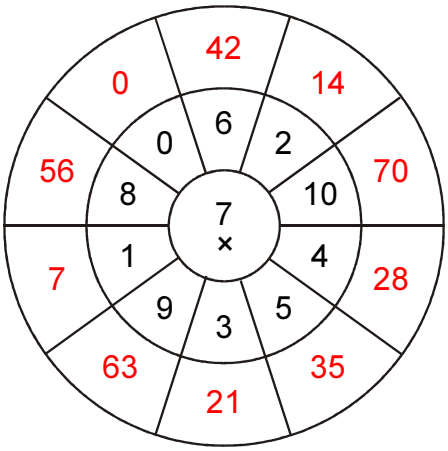


Multiplication

3)

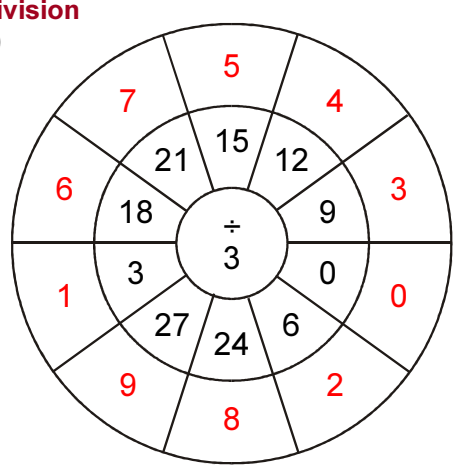


4)



Division

5)



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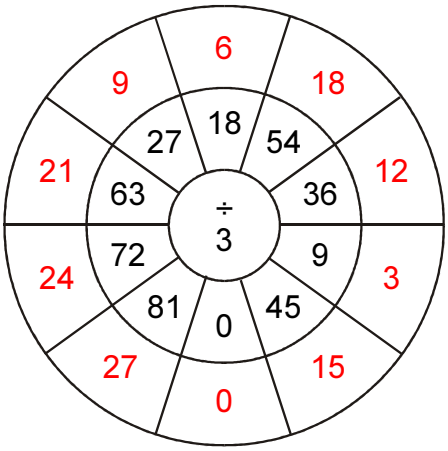

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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 **x5** Revision

Information for Parents: Multiplying 2-digit numbers by 5

Multiplying 2-digit numbers by 5

We can use the same strategy we used for the x5 number facts: multiply the number by 10 first, then halve it.
For example, 37 x 5: 37 x 10 = 370. Half of 370 = 185 38 x 5 = 185

2 digit numbers x 5

1) 42 × 10 = 420	6) 67 × 5 = 335	11) 49 × 5 = 245	16) 94 × 5 = 470
2) 42 × 5 = 210	7) 74 × 5 = 370	12) 84 × 5 = 420	17) 88 × 5 = 440
3) 85 × 10 = 850	8) 90 × 5 = 450	13) 56 × 5 = 280	18) 36 × 5 = 180
4) 85 × 5 = 425	9) 88 × 5 = 440	14) 62 × 5 = 310	19) 58 × 5 = 290
5) 68 × 5 = 340	10) 64 × 5 = 320	15) 98 × 5 = 490	20) 29 × 5 = 145

3 digit numbers x 5

21) 450 × 10 = 4,500	25) 520 × 5 = 2,600	29) 968 × 5 = 4,840
22) 450 × 5 = 2,250	26) 412 × 5 = 2,060	30) 130 × 5 = 650
23) 262 × 10 = 2,620	27) 818 × 5 = 4,090	31) 886 × 5 = 4,430
24) 262 × 5 = 1,310	28) 644 × 5 = 3,220	32) 844 × 5 = 4,220

Subtraction near 100

33) 126 – 108 = 18	38) 144 – 107 = 37	43) 126 – 106 = 20
34) 122 – 105 = 17	39) 211 – 98 = 113	44) 113 – 96 = 17
35) 138 – 104 = 34	40) 129 – 99 = 30	45) 514 – 100 = 414
36) 112 – 93 = 19	41) 344 – 92 = 252	46) 140 – 100 = 40
37) 134 – 106 = 28	42) 137 – 94 = 43	47) 127 – 98 = 29

Multiplication

48) 5 × 5 = 25	52) 10 × 6 = 60
49) 9 × 8 = 72	53) 10 × 7 = 70
50) 10 × 5 = 50	54) 9 × 5 = 45
51) 9 × 9 = 81	55) 6 × 7 = 42

Division

56) 64 ÷ 8 = 8	60) 35 ÷ 5 = 7
57) 50 ÷ 5 = 10	61) 60 ÷ 6 = 10
58) 40 ÷ 8 = 5	62) 49 ÷ 7 = 7
59) 80 ÷ 8 = 10	63) 25 ÷ 5 = 5

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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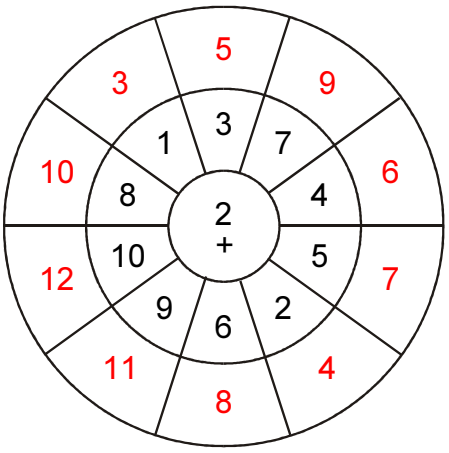
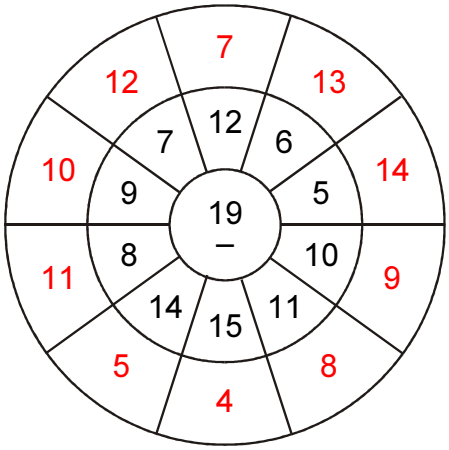
Addition

1)



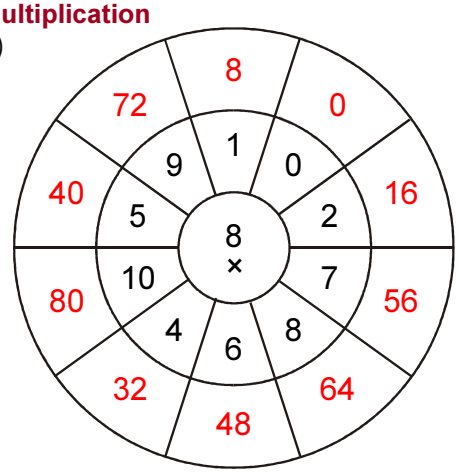
Subtraction

2)

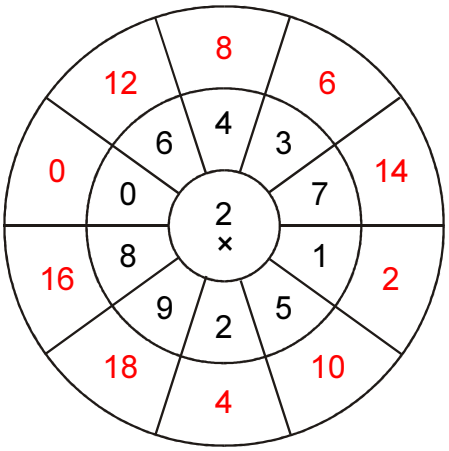


Multiplication

3)

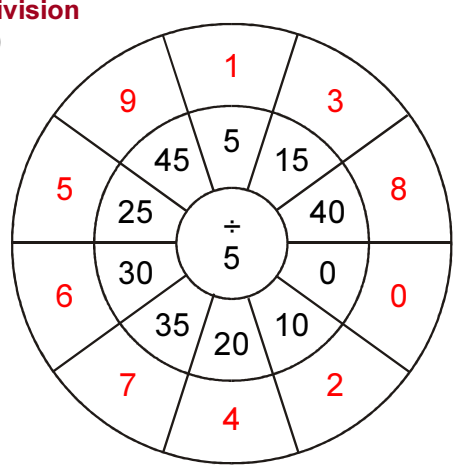


4)

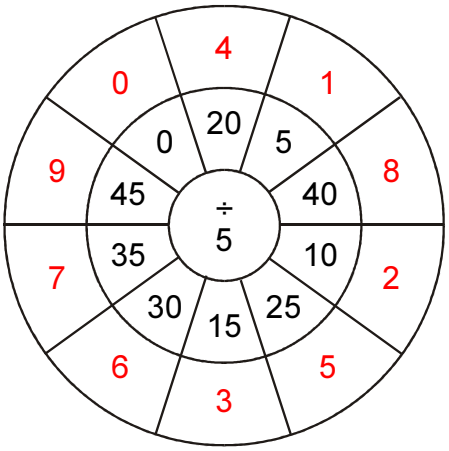


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Information for Parents: Multiply Large Numbers x 50

Multiplying 2-digit numbers x 50

Multiplying by 50 is quite easy to do, seeing that it is one half of 100.
Multiplying by 50 can be done by multiplying by 100 then halving the result, or in the opposite order, halve the other number first, then multiply by 100.
For example, 62 x 50 = (62 x 100) ÷ 2 = 6200 ÷ 2 = 3100
or: 62 x 50 = (62 ÷ 2) x 100 = 31 x 100 = 3100

2 digit numbers x 50

1) 42 × 100 = 4,200
2) 42 × 50 = 2,100
3) 82 × 100 = 8,200
4) 82 × 50 = 4,100
5) 84 × 50 = 4,200
6) 32 × 50 = 1,600
7) 93 × 50 = 4,650
8) 86 × 50 = 4,300
9) 27 × 50 = 1,350
10) 23 × 50 = 1,150
11) 35 × 50 = 1,750
12) 43 × 50 = 2,150
13) 68 × 50 = 3,400
14) 88 × 50 = 4,400
15) 76 × 50 = 3,800

Double these numbers

16) 793 × 2 = 1,586
17) 702 × 2 = 1,404
18) 785 × 2 = 1,570
19) 110 × 2 = 220
20) 136 × 2 = 272
21) 672 × 2 = 1,344
22) 401 × 2 = 802
23) 595 × 2 = 1,190
24) 203 × 2 = 406
25) 407 × 2 = 814
26) 307 × 2 = 614
27) 238 × 2 = 476

Addition revision

28) 5 + 6 = 11
29) 5 + 7 = 12
30) 9 + 9 = 18
31) 9 + 8 = 17
32) 10 + 4 = 14
33) 3 + 4 = 7
34) 6 + 7 = 13
35) 9 + 5 = 14
36) 8 + 6 = 14
37) 3 + 9 = 12

Subtraction revision

38) 11 – 4 = 7
39) 16 – 9 = 7
40) 16 – 8 = 8
41) 14 – 9 = 5
42) 13 – 8 = 5
43) 13 – 7 = 6
44) 12 – 5 = 7
45) 17 – 8 = 9
46) 11 – 5 = 6
47) 12 – 4 = 8

Multiplication

48) 9 × 6 = 54
49) 9 × 9 = 81
50) 10 × 6 = 60
51) 6 × 7 = 42
52) 10 × 5 = 50
53) 5 × 8 = 40

Division

54) 80 ÷ 8 = 10
55) 45 ÷ 9 = 5
56) 72 ÷ 8 = 9
57) 90 ÷ 9 = 10
58) 70 ÷ 7 = 10
59) 30 ÷ 6 = 5

PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

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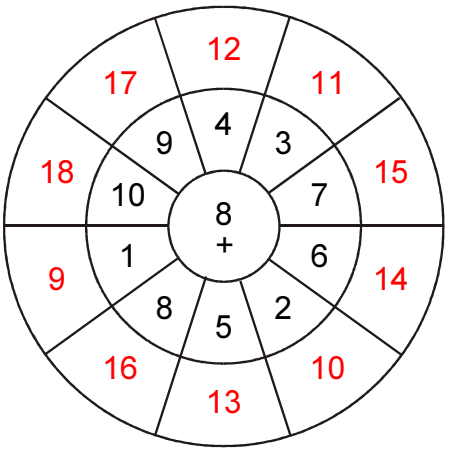
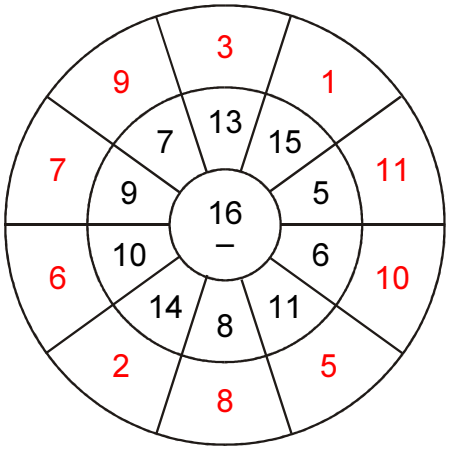
Addition

1)



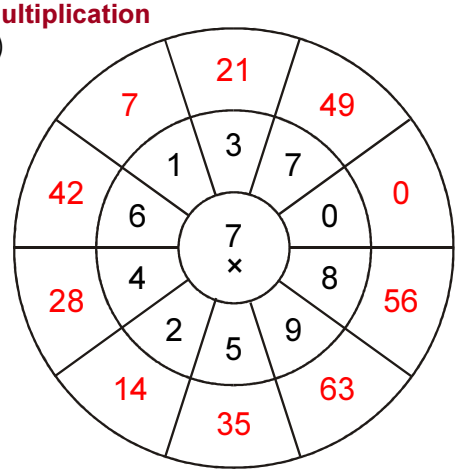
Subtraction

2)

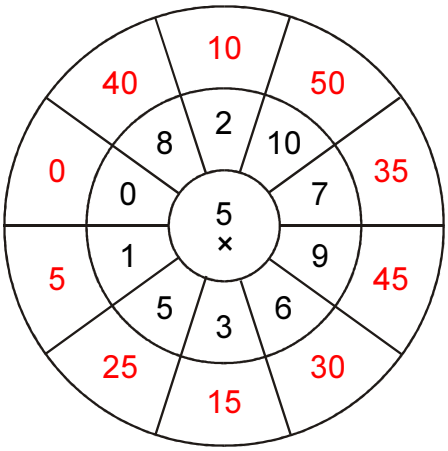


Multiplication

3)

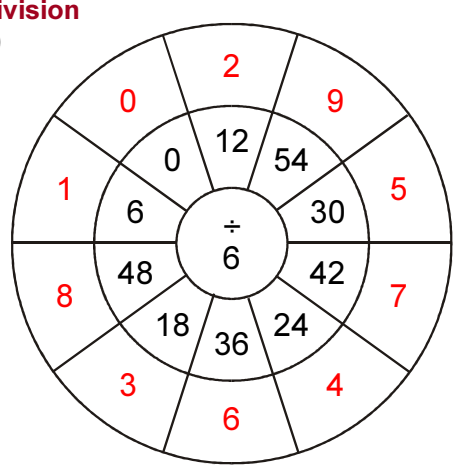


4)

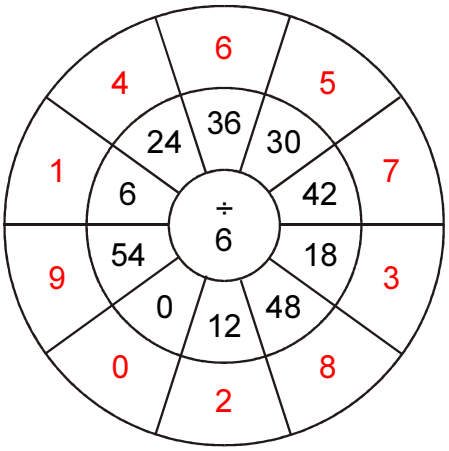


Division

5)



6)



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PROFESSOR PETE'S CLASSROOM

x 10,100,1000 Doubling Lg Nice Numbers – Nr 100 x 50,25
÷10,100,1000 Halving Lg + Nr 100 x5 Revision

Multiply these numbers including decimals

1) 8.59 × 100 = 859.00
2) 2.00 × 1,000 = 2,000.00
3) 660 × 10 = 6,600
4) 426 × 1,000 = 426,000
5) 0.4 × 100 = 40.0
6) 0.604 × 100 = 60.400
7) 0.509 × 10 = 5.090
8) 975 × 1,000 = 975,000
9) 95.8 × 100 = 9,580.0
10) 325 × 1,000 = 325,000

2 digit numbers x 25

11) 50 × 25 = 1,250
12) 82 × 25 = 2,050
13) 96 × 25 = 2,400
14) 44 × 25 = 1,100
15) 40 × 25 = 1,000
16) 28 × 25 = 700
17) 70 × 25 = 1,750
18) 80 × 25 = 2,000
19) 64 × 25 = 1,600

2 digit numbers x 50

20) 41 × 50 = 2,050
21) 46 × 50 = 2,300
22) 25 × 50 = 1,250
23) 74 × 50 = 3,700
24) 92 × 50 = 4,600
25) 78 × 50 = 3,900
26) 49 × 50 = 2,450
27) 33 × 50 = 1,650
28) 76 × 50 = 3,800

Add the nice numbers to find the sum (cross them off as you add them).

29) 3 + 7 + 7 + 2 + 8 + 4 = 31
30) 3 + 7 + 3 + 4 + 2 + 8 = 27
31) 5 + 6 + 3 + 5 + 5 + 9 = 33
32) 4 + 6 + 5 + 6 + 9 + 5 = 35
33) 3 + 5 + 6 + 2 + 3 + 6 = 25
34) 5 + 2 + 4 + 1 + 1 + 7 = 20
35) 4 + 3 + 8 + 4 + 2 + 2 = 23
36) 2 + 7 + 6 + 9 + 8 + 3 = 35

Addition revision

37) 5 + 8 = 13
38) 4 + 4 = 8
39) 8 + 4 = 12
40) 4 + 5 = 9
41) 3 + 4 = 7
42) 7 + 7 = 14
43) 10 + 7 = 17
44) 4 + 9 = 13

Subtraction revision

45) 18 – 9 = 9
46) 10 – 5 = 5
47) 17 – 8 = 9
48) 8 – 2 = 6
49) 15 – 7 = 8
50) 14 – 6 = 8
51) 17 – 9 = 8
52) 10 – 2 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Mental Strategies Worksheets".

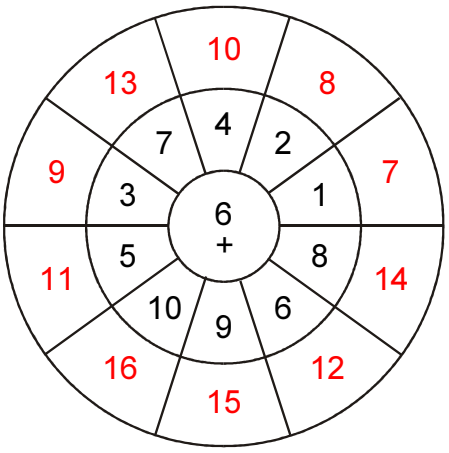
PROFESSOR PETE'S CLASSROOM

x 10,100,1000	Doubling Lg	Nice Numbers	– Nr 100	x 50,25
÷10,100,1000	Halving Lg	+ Nr 100	x5	Revision

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 3: Mental Strategies Worksheets". Completing the wheels help your child remember their numbers facts with daily practice.

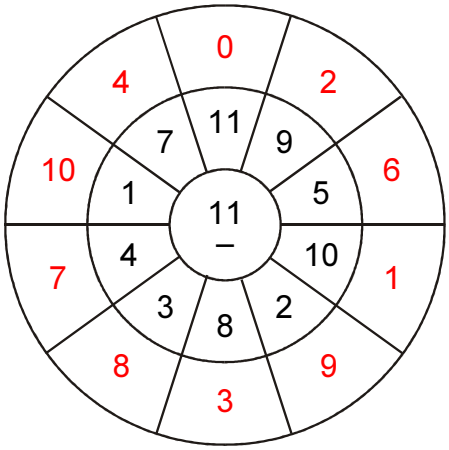
Addition

1)



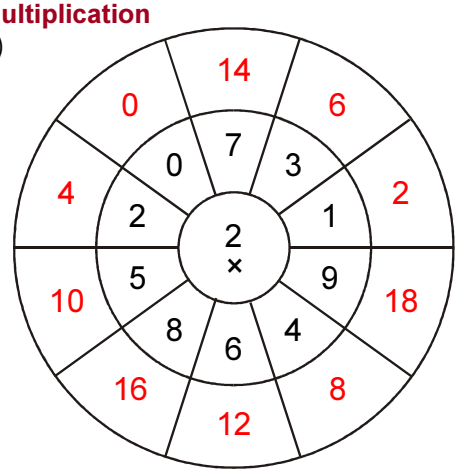
Subtraction

2)

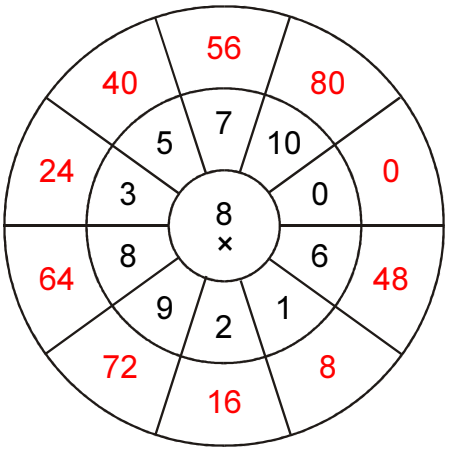


Multiplication

3)

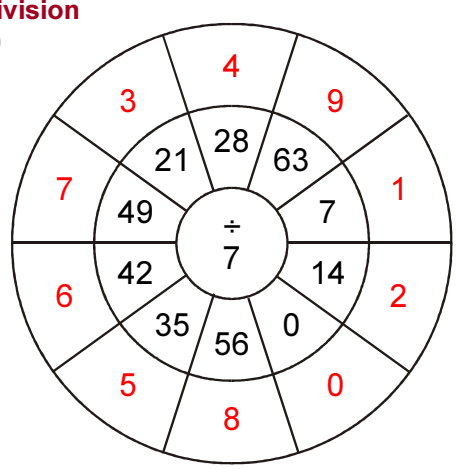


4)

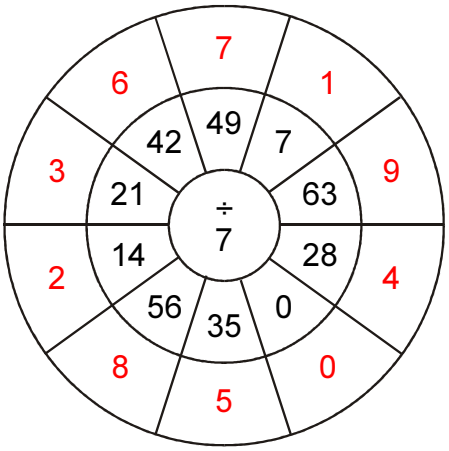


Division

5)



6)



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Bring It On! Mental Strategies Worksheets

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