PROFESSOR PETE'S CLASSROOM

Trish Price & Peter Price

10 Minutes a Day

Level 3

Book 4: Factors & Multiples Worksheets

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Ten Minutes a Day Level 3: Factors & Multiples 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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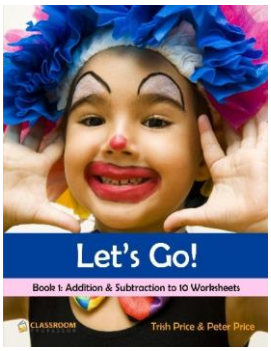
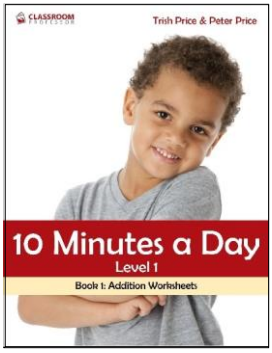
Developing Fluency Worksheets Series

Grade 1 / Year 2



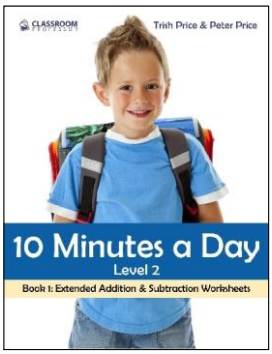
Four eBooks:
- Addition & Subtraction to 10
- Addition
- Subtraction
- Addition & Subtraction Revision

Grade 2 / Year 3



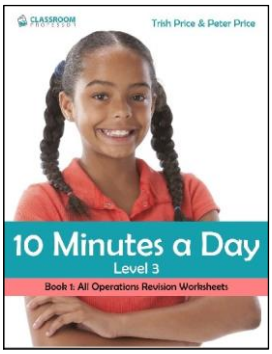
Four eBooks:
- Addition
- Subtraction
- Addition & Subtraction Revision
- Easy Multiplication & Division

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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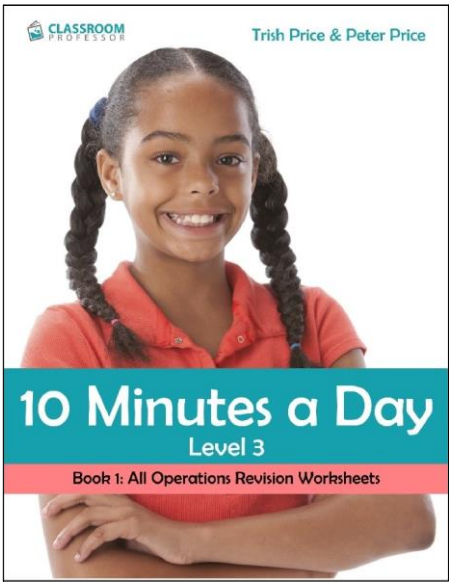
Grade 4 / Year 5 eBooks series: 10 Minutes a Day Level 2

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



All Operations Revision:

- Count on/back; Double
- Difference of; 5x, 10x
- Think of Doubles +1; 4x
- Double Double (4x, ÷4)
- Near Ten (+/- 8, 9); 9x
- Remaining facts; 6x
- Revision with decimals; 8x
- Rainbows to 100; 7x
- All Revision

Division with Remainders:

- ÷ 2, ÷4 with remainders
- ÷ 5, ÷10 with remainders
- ÷ 3 with remainders
- ÷ 6 with remainders
- ÷ 9 with remainders
- ÷ 8 with remainders
- ÷ 7 with remainders
- - ÷ Revision with remainders

Extended Multiplication & Division:

- Double (2x, ÷2)
- Tens, Half tens (5x, 10x; ÷5, ÷10)
- Doubles + one more set (3x, ÷3)
- Double Double (4x, ÷4)
- Zero (0x, 0÷); Square numbers
- Look for patterns (9x, ÷9)
- Double 3x, Build from 5x (6x, ÷6)
- Double Double Double (8x, ÷8)
- Build from known facts (7x, ÷7)
- Revision of all (x, ÷)

Factors & Multiples:

- Multiples of 2 / 4
- Multiples of 5 / 10
- Multiples of 3 / 9
- Multiples of 7 / 11
- Multiples of 6 / 8 / 12
- Finding factors
- Lowest Common Multiple
- Greatest Common Factor
- Factor Trees
- All Factors & Multiples Revision

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Contents: Ten Minutes a Day Level 3: New Revised Factors & Multiples

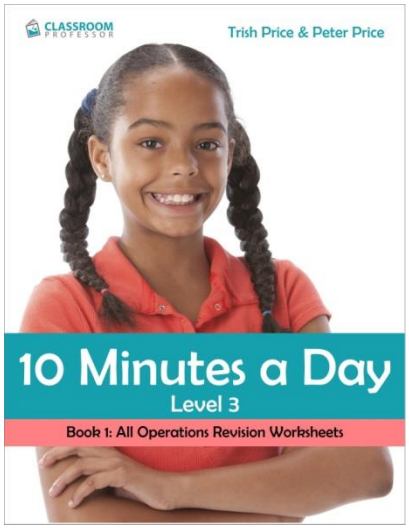
Classroom Worksheets

Check Up Worksheets

Homework Worksheets

Answer Keys

Alignment with the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics	*Recommended eBook match*	*Description*
Grade 4 Operations & Algebraic Thinking **Use the four operations with whole numbers to solve problems** • Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. **Gain familiarity with factors and multiples** • Find all factor pairs for a whole number in the range 1–100. • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. • Determine whether a given whole number in the range 1–100 is prime or composite.	 **Ten Minutes a Day Level 3:** • All Operations Revision • Extended Multiplication & Division • Division with Remainders • Factors & Multiples	Grade 4 students should be learning to apply all operations to a variety of problems. The *10 Minutes a Day: Level 3* series continues the timed practice included in the Level 1 and Level 2 books. Book 1 consolidates students' memorization of the number facts for all operations which they have previously learned. Addition and subtraction facts are extended to include decimal fractions and hundreds. Book 2 extends students' knowledge of multiplication and division facts to include numbers in tens (e.g., 3 x 70 = ?; 160 ÷ 4 = ?). Book 3 provides students with practice in dividing numbers with remainders. Book 4 includes practice to identify multiples of each multiplier to 12, and exercises in calculating LCM & GCF, and drawing factor trees.

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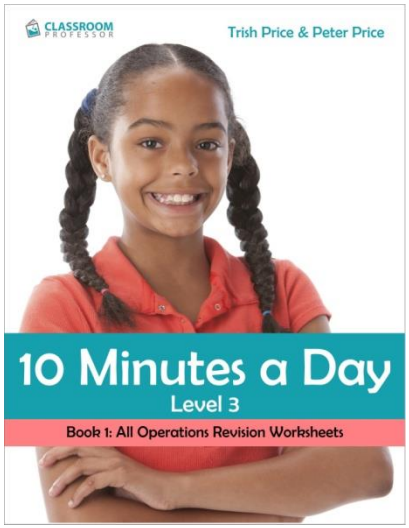
Alignment with the UK National Curriculum for Mathematics (draft 21 June 2012)

National Curriculum for Mathematics	*Recommended eBook match*	*Description*
Year 4 **Multiplication and division** Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 x 12 • mentally perform multiplication and division calculations quickly and accurately, including multiplying by 0 and dividing by 1 • multiply or divide 2-digit and 3-digit numbers by a 1-digit number using formal written methods; interpret remainders appropriately as integers • recognise and use factor pairs within 144 **Year 5** **Multiplication and division** Pupils should be taught to: • identify multiples including common multiples, and factors including common factors • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall the prime numbers up to 19	 **Ten Minutes a Day Level 3:** • All Operations Revision • Extended Multiplication & Division • Division with Remainders • Factors & Multiples	Years 4 and 5 students should be learning to apply all operations to a variety of problems. The *10 Minutes a Day: Level 3* series continues the timed practice included in the Level 1 and Level 2 books. Book 1 consolidates students' memorization of the number facts for all operations which they have previously learned. Addition and subtraction facts are extended to include decimal fractions and hundreds. Book 2 extends students' knowledge of multiplication and division facts to include numbers in tens (e.g., 3 x 70 = ?; 160 ÷ 4 = ?). Book 3 provides students with practice in dividing numbers with remainders. Book 4 includes practice to identify multiples of each multiplier to 12, and exercises in calculating LCM & GCF, and drawing factor trees.

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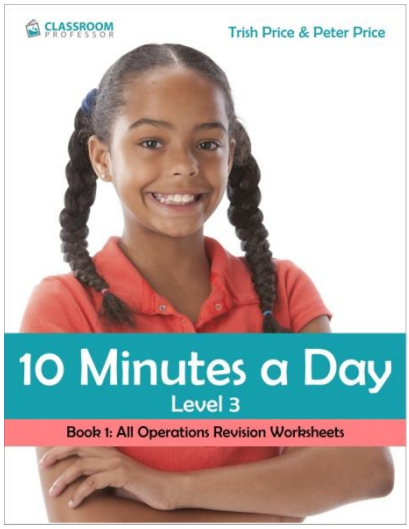
Ten Minutes a Day Level 3: Alignment with the Australian Curriculum

eBook Series	*Series Titles*	*Australian Curriculum: Content Descriptions*
	**Ten Minutes a Day Level 3:** • All Operations Revision • Extended Multiplication & Division • Division with Remainders • Factors & Multiples	**Year 5** • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) • Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101) • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)

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Teaching Strategies

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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.

Factors and Multiples - Teaching Strategies

Factors and multiples are useful facts to know about numbers used in lots of more advanced mathematics, including fractions work, measurement, geometry, and probability.

Knowing factors and multiples of numbers to 100 will equip students in many ways in future mathematics classes.

Memorization of Number Facts

A program of learning number facts like this one will result in students memorizing basic facts. A thorough knowledge of all basic addition facts to 10 + 10, multiplication facts to 10 x 10[1], and associated subtraction and division facts, will stand students in good stead for using number up to 100 and beyond.

It should be noted, however, that the basic number facts do not cover all 1- and 2-digit numbers, and so other strategies are needed to "fill in the blanks". For example, knowing that 75 is a multiple of 3 and 5 is important for many purposes, and yet this is not revealed in the basic multiples of 3 (to 30) or 5 (to 50).

[1] In some schools, such as in the UK, students learn basic multiplication and division facts to 12 x 12. Students who have memorized facts to at least 10 x 10 should be able to learn to cope with higher multiples.

Rules of Divisibility

Knowing these rules will allow a student to handle a much bigger set of numbers beyond the basic number facts. Rules of divisibility are an area of mathematical knowledge that can be used for many purposes, from primary or elementary years onwards.

Some rules should already be known by students, but many will be unfamiliar to them, and should be taught specifically. Note that rules of divisibility apply to both positive and negative integers; in this guide, only positive integers are discussed.

Related Ideas: Factors and Multiples

The terms "factor" and "multiple" are closely related. Basically, a *factor* is a number which will divide another number "evenly", or without any remainder. A number which has a particular factor may be termed a *multiple* of that factor. For example:

> The factors of 6 are 1, 2, 3, & 6.
> Six is a multiple of 1, 2, 3, & 6.

Naturally, every positive integer (whole number) is a multiple of one, and a multiple of itself. Numbers which have only those two factors (e.g., 2, 3, 5, & 7) are called *prime* numbers. Numbers with more than two

factors (e.g., 4, 6, 8, & 9) are called *composite* numbers.

Divisibility Rule for 2

All multiples of two are even numbers, numbers which have 0, 2, 4, 6, or 8 ones. This is true of positive integers of any size, due to the fact that the numerical base, ten, is a multiple of two.

4 is divisible by 2
1376 is divisible by 2

Divisibility Rule for 3

A multiple of 3 has the characteristic that the sum of its digits is a multiple of 3. If the sum of a number's digits is a large number, the digits of that number can be added and the same test applied.

78 is divisible by 3
(7 + 8 = 15)
83 217 426 is divisible by 3
(8 + 3 + 2 + 1 + 7 + 4 + 2 + 6 = 33;
3 + 3 = 6)

Divisibility Rule for 4

A multiple of 4 is a multiple of two squared, and so can be halved or divided by two twice.

116 is divisible by 4:
Half of 116 = 58
Half of 58 = 29

Since 100 is a multiple of 4, any number of hundreds is also a multiple of 4. Therefore, the rule of divisibility for four only needs to be applied to the last two digits of an integer.

7384 is divisible by 4, since 84 can be halved twice:
Half of 84 = 42
Half of 42 = 21

Divisibility Rule for 5

Like two, five is a factor of ten. This explains the characteristic of all multiples of five, that they have either zero or five ones; they "end in zero or five".

185 is divisible by 5
937 020 is divisible by 5

Divisibility Rule for 6

Six is the product of two and three, each of which have their own simple rules of divisibility. Thus, to decide if a number is a multiple of six it is only necessary to test for divisibility by two and by three. If a number meets both tests, it is a multiple of six.

Expressed as a single rule, a number is divisible by six if it is an even number whose digits sum to a multiple of three.

432 is divisible by 6
(432 is even; 4 + 3 + 2 = 9)
39 248 is divisible by 6
(39 248 is even;
1 + 9 + 2 + 4 + 8 = 27)

Divisibility Rule for 7

Seven is a prime number which lacks a pattern in its base ten multiples. There are number of algorithms for calculating whether or not a number is divisible by 7, but none are easy for young children.

The simplest way to decide if a number is a multiple of seven is to double the final digit (ones), and subtract that from the number of tens, or the remaining digits considered as a number of ones. If the result is a multiple of seven, the original number meets the test and is divisible by seven.

826 is divisible by 7:
(double 6 = 12; 82 - 12 = 70)

The test for divisibility by seven is not included in the exercises in this eBook, as it is likely to be confusing for young children.

Divisibility Rule for 8

Since eight is equal to two raised to the third power (2^3), a number is divisible by 8 if it can be divided by two, or halved, three times.

96 is divisible by 8:
Half of 96 = 48
Half of 48 = 24
Half of 24 = 12

Since 1000 is a multiple of eight (because it is the product of ten, three times), any number of thousands is a multiple of eight. Therefore, only the last three digits of an integer need to be tested for divisibility by eight.

72 152 is divisible by 8:
Half of 152 = 76
Half of 76 = 38
Half of 38 = 19

Divisibility Rule for 9

Like the rule for divisibility by three, the rule for divisibility by nine is that the digits of the number add up to a multiple of nine.

1368 is divisible by 9
(1 + 3 + 6 + 8 = 18)

Divisibility Rule for 10

Since our numbers have the base ten, every multiple of ten is composed of a number of tens, and zero ones. Multiples of ten therefore have zero ones.

7140 is divisible by 10
845 690 is divisible by 10

Divisibility Rule for 11

Eleven is made up of a single one and one ten, and so its multiples up to 99 have an equal number of ones and tens.

55 is divisible by 11

For a three-digit number in which the sum of the hundreds and ones is no more than nine, the following test can be applied: a three-digit number is a multiple of eleven if the number of tens equals the sum of the hundreds digit and the ones digit.

792 is divisible by 11
(7 + 2 = 9)

More complex rules for divisibility by eleven exist, but are beyond the scope of this eBook.

Divisibility Rule for 12

Since twelve is the product of three and four, the rules of divisibility for those two

numbers can be applied to test for divisibility by twelve. If a number is both a multiple of three and a multiple of four, it is also a multiple of twelve. Of course, it will also be a multiple of the other factors of twelve, two and six.

972 is divisible by 12:

9 + 7 + 2 = 18

72 may be halved twice

Other Rules for Divisibility

Students who are interested may like to research or investigate other rules of divisibility.

Some rules may be discovered by following patterns in the rules above. For example:

- A multiple of 2 may be halved
- A multiple of 4 may be halved twice
- A multiple of 8 may be halved three times
- A multiple of 16 may be halved four times

Other rules can be created based on combinations of other rules. For example:

- A multiple of 3 and 5 is also a multiple of 15
- An even multiple of 9 is also a multiple of 18

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

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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.

Name: **Multiples of 2: 1 [A]**

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2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.
e.g. 56: 6 is even so 56 is a multiple of 2.

Cross out the numbers that are not multiples of 2 (the odd numbers)

2	**4**	**5**	**7**	**8**	**10**
12	**15**	**18**	**22**	**26**	**30**
37	**40**	**42**	**50**	**55**	**58**
100	**103**	**110**	**113**	**174**	**500**

Write the first 10 multiples

1) 2 = _____

Write the multiples of 2:

2) Start from 32

32													

3) Start from 154

								170					

Multiplication revision

4) 10 × 7 = _____
5) 10 × 6 = _____
6) 7 × 4 = _____
7) 7 × 7 = _____
8) 7 × 9 = _____
9) 8 × 6 = _____
10) 8 × 2 = _____
11) 4 × 5 = _____

Division revision

22) 30 ÷ 5 = _____
23) 18 ÷ 6 = _____
24) 72 ÷ 9 = _____
25) 35 ÷ 7 = _____
26) 10 ÷ 5 = _____
27) 42 ÷ 6 = _____
28) 30 ÷ 3 = _____
29) 56 ÷ 7 = _____

Addition revision

12) 6 + 7 = _____
13) 8 + 5 = _____
14) 5 + 9 = _____
15) 7 + 3 = _____
16) 3 + 5 = _____
17) 4 + 7 = _____
18) 10 + 7 = _____
19) 4 + 8 = _____
20) 5 + 7 = _____
21) 7 + 9 = _____

Subtraction revision

30) 19 – 9 = _____
31) 15 – 9 = _____
32) 6 – 2 = _____
33) 14 – 6 = _____
34) 16 – 9 = _____
35) 7 – 3 = _____
36) 8 – 3 = _____
37) 8 – 2 = _____
38) 4 – 3 = _____
39) 17 – 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 2: 1 [B]**

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2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 2 (the odd numbers)

3	5	6	8	9	10
11	13	16	20	24	31
34	36	40	52	56	70
102	107	112	118	249	300

Write the multiples of 2:

1) Start from 62

										66			

2) Start from 196

						208							

Doubling 2-digit Numbers

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 2-digit numbers

3) 24 × 2 = _____	8) 17 × 2 = _____	13) 29 × 2 = _____	18) 25 × 2 = _____
4) 18 × 2 = _____	9) 21 × 2 = _____	14) 18 × 2 = _____	19) 44 × 2 = _____
5) 37 × 2 = _____	10) 38 × 2 = _____	15) 37 × 2 = _____	20) 15 × 2 = _____
6) 42 × 2 = _____	11) 20 × 2 = _____	16) 12 × 2 = _____	21) 28 × 2 = _____
7) 15 × 2 = _____	12) 46 × 2 = _____	17) 31 × 2 = _____	22) 21 × 2 = _____

Addition: Rainbow facts to 100

23) 37 + ____ = 100	28) 83 + ____ = 100
24) 85 + ____ = 100	29) 76 + ____ = 100
25) 82 + ____ = 100	30) 79 + ____ = 100
26) 94 + ____ = 100	31) 78 + ____ = 100
27) 73 + ____ = 100	32) 41 + ____ = 100

Subtraction: Rainbow facts to 100

33) 100 – ____ = 33	38) 100 – ____ = 89
34) 100 – ____ = 63	39) 100 – ____ = 65
35) 100 – ____ = 27	40) 100 – ____ = 78
36) 100 – ____ = 58	41) 100 – ____ = 81
37) 100 – ____ = 20	42) 100 – ____ = 46

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 2 & 4: 1 [C]**

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2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.
e.g. 56: 6 is even so 56 is a multiple of 2.

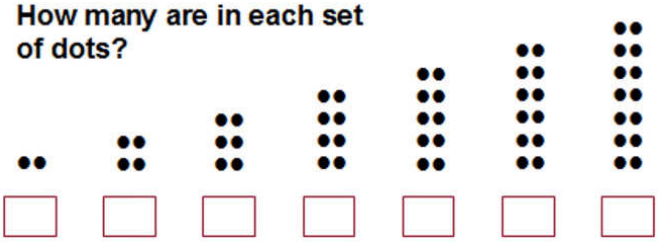
Multiples of 4:

Even numbers that are divisible by 2 twice.
e.g. 76: half of 76 is 38, which is even, so 76 is a multiple of 4.
For numbers over 100; (the hundreds are always divisible by four) only the tens and ones need be considered.
e.g. 348: 48 is a divisible by 4, so 348 is a multiple of 4.

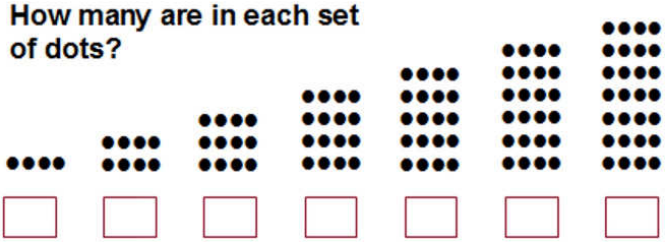
Cross our the numbers that are not multiples of 2.
Circle the multiples of 4.

2	3	4	6	9	10
15	18	20	25	29	30
39	42	44	64	90	91
120	141	160	400	402	500

How many are in each set of dots?



How many are in each set of dots?



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 72: half 6 (tens) + half 12 (ones) = 3 tens + 6 ones = 36.
Circle any with even answers. These numbers are multiples of 4.
E.g. (72) ÷ 2 = 36, 36 is even so 72 is a multiple of 4. Circle it.

Halving 2-digit numbers

1) 86 ÷ 2 = _____	2) 78 ÷ 2 = _____	11) 52 ÷ 2 = _____	12) 60 ÷ 2 = _____
3) 68 ÷ 2 = _____	4) 88 ÷ 2 = _____	13) 78 ÷ 2 = _____	14) 44 ÷ 2 = _____
5) 56 ÷ 2 = _____	6) 48 ÷ 2 = _____	15) 40 ÷ 2 = _____	16) 80 ÷ 2 = _____
7) 64 ÷ 2 = _____	8) 64 ÷ 2 = _____	17) 62 ÷ 2 = _____	18) 38 ÷ 2 = _____
9) 66 ÷ 2 = _____	10) 34 ÷ 2 = _____	19) 10 ÷ 2 = _____	20) 36 ÷ 2 = _____

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Name: **Multiples of 2 & 4: 1 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: end with 2, 4, 6, 8 or 0 ones.

Multiples of 4:

Even numbers that are divisible by 2 twice.
Number over 100: if the tens and ones are divisible by 4 the whole number is a multiple of 4.

Circle numbers that are multiples of 2.
Draw a square around the multiples of 4.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Write the multiples of 4:

1) Start at 4

4													

2) Start at 92

								124					

Halving 2-digit numbers. Cirlce those that are multiples of 4.

3) 76 ÷ 2 = _____ 4) 56 ÷ 2 = _____ 5) 68 ÷ 2 = _____

6) 46 ÷ 2 = _____ 7) 72 ÷ 2 = _____ 8) 52 ÷ 2 = _____

9) 48 ÷ 2 = _____ 10) 82 ÷ 2 = _____ 11) 38 ÷ 2 = _____

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Name: **Multiples of 5 & 10: 2 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.
e.g. 40: ends in zero so 40 is a multiple of 10.

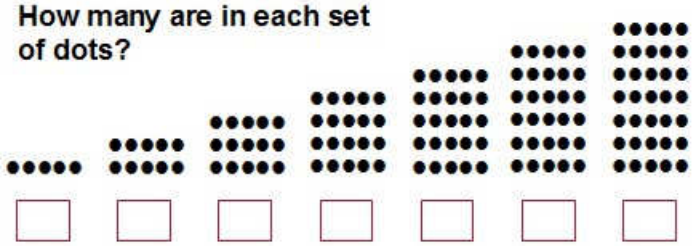
Multiples of 5:

All multiples of 5 have 0 or 5 ones.
e.g. 345: ends in 5, so 345 is a multiple of 5. 670 ends in 0 so 670 is a multiple of 5 and also a multiple of 10.

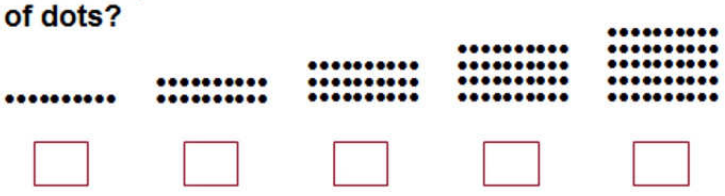
Cross our the numbers that are not multiples of 5.
Circle the multiples of 10.

3	5	7	10	12	15
22	25	30	36	37	40
45	51	60	90	95	96
105	115	166	200	225	500

How many are in each set of dots?



How many are in each set of dots?



Multiplication revision

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

Division revision

11) 54 ÷ 9 = _____
12) 63 ÷ 9 = _____
13) 36 ÷ 6 = _____
14) 6 ÷ 3 = _____
15) 36 ÷ 4 = _____
16) 20 ÷ 2 = _____
17) 32 ÷ 4 = _____
18) 30 ÷ 5 = _____
19) 28 ÷ 4 = _____
20) 48 ÷ 8 = _____

Addition extension

21) 42 + 3 = _____
22) 39 + ___ = 43
23) 60 + 4 = _____
24) ___ + 3 = 61
25) ___ + 4 = 90
26) 85 + 2 = _____
27) 26 + 3 = _____
28) ___ + 7 = 55
29) ___ + 3 = 53
30) 62 + 2 = _____

Subtraction extension

31) 68 – ___ = 4
32) 79 – ___ = 9
33) 72 – ___ = 7
34) 43 – 37 = _____
35) ___ – 29 = 9
36) 95 – ___ = 9
37) 82 – ___ = 3
38) 48 – 45 = _____
39) ___ – 80 = 2
40) 22 – ___ = 8

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Name: **Multiples of 5 & 10: 2 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.

Multiples of 5:

All multiples of 5 have 0 or 5 ones.

Circle numbers that are multiples of 5.
Draw a square around the multiples of 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Write the first 10 multiples of each.

1) 2 = _____

2) 4 = _____

Multiplication with decimals revision

3) 8 × 0.8 = _____
4) 5 × 0.8 = _____
5) 9 × 0.7 = _____
6) 7 × 0.6 = _____
7) 9 × 0.5 = _____
8) 8 × 0.4 = _____
9) 7 × 0.4 = _____
10) 8 × 0.3 = _____
11) 6 × 0.2 = _____
12) 6 × 0.7 = _____
13) 8 × 0.2 = _____
14) 7 × 0.3 = _____

Division with decimals revision

15) 1.8 ÷ 9 = _____
16) 6.4 ÷ 8 = _____
17) 3.5 ÷ 7 = _____
18) 4.5 ÷ 5 = _____
19) 6.3 ÷ 7 = _____
20) 5.4 ÷ 6 = _____
21) 2.0 ÷ 4 = _____
22) 2 ÷ 4 = _____
23) 1.4 ÷ 7 = _____
24) 4.8 ÷ 8 = _____
25) 1.8 ÷ 9 = _____
26) 5.6 ÷ 8 = _____

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Name: **Multiples of 5 & 10: 2 [C]**

PROFESSOR PETE'S CLASSROOM

Cross out the numbers that are not multiples of 5.
Circle the multiples of 10.

5	6	9	15	17	20
25	35	45	50	66	70
72	75	80	82	85	90
105	110	124	220	250	330

Write the multiples of 5:

1) Start at 5

										55			

2) Start at 70

											125		

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, 36 x 5: 36 x 10 = 360. Half of 360 = 180 36 x 5 = 180

2-digit numbers x 5

3) 48 × 10 = _____
4) 48 × 5 = _____
5) 43 × 10 = _____
6) 43 × 5 = _____
7) 90 × 5 = _____
8) 58 × 10 = _____
9) 58 × 5 = _____
10) 26 × 5 = _____
11) 46 × 5 = _____
12) 94 × 5 = _____
13) 32 × 5 = _____
14) 52 × 5 = _____
15) 72 × 5 = _____
16) 41 × 5 = _____
17) 23 × 5 = _____
18) 35 × 5 = _____
19) 30 × 5 = _____
20) 92 × 5 = _____
21) 64 × 5 = _____
22) 24 × 5 = _____

Multiplication revision

23) 9 × 8 = _____
24) 3 × 3 = _____
25) 10 × 5 = _____
26) 5 × 9 = _____
27) 6 × 2 = _____
28) 5 × 5 = _____
29) 8 × 5 = _____
30) 7 × 4 = _____
31) 6 × 5 = _____
32) 3 × 7 = _____

Division revision

33) 54 ÷ 9 = _____
34) 63 ÷ 9 = _____
35) 36 ÷ 6 = _____
36) 6 ÷ 3 = _____
37) 36 ÷ 4 = _____
38) 20 ÷ 2 = _____
39) 32 ÷ 4 = _____
40) 30 ÷ 5 = _____
41) 28 ÷ 4 = _____
42) 48 ÷ 8 = _____

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Name: **Multiples of 5 & 10: 2 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Write the multiples of 5:

1) Count by 5 from 55 to 120

								95					

2) Count by 5 from 250 to 315

									295				

Write the multiples of 10:

3) Start at 150

								230					

Doubling 2-digit numbers

4) 41 × 2 = _____
5) 33 × 2 = _____
6) 38 × 2 = _____
7) 30 × 2 = _____
8) 35 × 2 = _____
9) 31 × 2 = _____
10) 43 × 2 = _____
11) 34 × 2 = _____
12) 24 × 2 = _____
13) 26 × 2 = _____
14) 42 × 2 = _____
15) 37 × 2 = _____
16) 40 × 2 = _____
17) 32 × 2 = _____
18) 22 × 2 = _____
19) 25 × 2 = _____
20) 27 × 2 = _____
21) 28 × 2 = _____
22) 29 × 2 = _____
23) 36 × 2 = _____

Multiplication revision

24) 9 × 8 = _____
25) 3 × 3 = _____
26) 10 × 5 = _____
27) 5 × 9 = _____
28) 6 × 2 = _____
29) 5 × 5 = _____
30) 8 × 5 = _____
31) 7 × 4 = _____
32) 6 × 5 = _____
33) 3 × 7 = _____

Division revision

34) 54 ÷ 9 = _____
35) 63 ÷ 9 = _____
36) 36 ÷ 6 = _____
37) 6 ÷ 3 = _____
38) 36 ÷ 4 = _____
39) 20 ÷ 2 = _____
40) 32 ÷ 4 = _____
41) 30 ÷ 5 = _____
42) 28 ÷ 4 = _____
43) 48 ÷ 8 = _____

Addition: Rainbow facts to 100

44) 53 + ____ = 100
45) 35 + ____ = 100
46) 90 + ____ = 100
47) 64 + ____ = 100
48) 60 + ____ = 100
49) 81 + ____ = 100
50) 97 + ____ = 100
51) 13 + ____ = 100

Subtraction: Rainbow facts to 100

52) 100 – ____ = 93
53) 100 – ____ = 94
54) 100 – ____ = 54
55) 100 – 5 = _____
56) 100 – ____ = 92
57) 100 – ____ = 85
58) 100 – ____ = 41
59) 100 – 2 = _____

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Name: **Multiples of 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.
e.g. 27: (2+7=9) 9 is a multiple of 3, so 27 is a multiple of 3.
156: (1+5+6=12) 12 is a multiple of 3, so 156 is a multiple of 3.

Cross out the numbers that are not multiples of 3.

3	5	6	8	9	10
11	12	16	18	24	30
32	36	42	54	56	73
102	106	111	114	245	304

Write the multiples of 3:

1) Start at 3

								27					

2) Start at 42

42													

Multiplication revision

3) 10 × 8 = _____
4) 5 × 8 = _____
5) 4 × 2 = _____
6) 7 × 5 = _____
7) 10 × 3 = _____
8) 4 × 9 = _____
9) 4 × 5 = _____
10) 3 × 6 = _____
11) 7 × 4 = _____
12) 7 × 8 = _____
13) 7 × 6 = _____
14) 5 × 3 = _____

Division revision

25) 27 ÷ 9 = _____
26) 18 ÷ 6 = _____
27) 32 ÷ 8 = _____
28) 16 ÷ 2 = _____
29) 36 ÷ 4 = _____
30) 64 ÷ 8 = _____
31) 56 ÷ 8 = _____
32) 8 ÷ 2 = _____
33) 4 ÷ 2 = _____
34) 16 ÷ 8 = _____
35) 35 ÷ 5 = _____
36) 12 ÷ 3 = _____

Addition revision

15) 10 + 3 = _____
16) 10 + 5 = _____
17) 3 + 9 = _____
18) 4 + 9 = _____
19) 9 + 3 = _____
20) 8 + 8 = _____
21) 7 + 3 = _____
22) 3 + 7 = _____
23) 7 + 5 = _____
24) 4 + 7 = _____

Subtraction revision

37) 3 – 2 = _____
38) 6 – 4 = _____
39) 14 – 7 = _____
40) 5 – 3 = _____
41) 17 – 8 = _____
42) 19 – 9 = _____
43) 15 – 8 = _____
44) 16 – 9 = _____
45) 12 – 8 = _____
46) 11 – 6 = _____

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Name: **Multiples of 3: 3 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Cross out the numbers that are not multiples of 3.

2	**3**	**5**	**6**	**9**	**12**
13	**14**	**15**	**18**	**21**	**22**
25	**30**	**41**	**48**	**51**	**68**
121	**123**	**145**	**153**	**270**	**321**

Write the first 10 multiples

1) 3 = _____

2) 4 = _____

3) 2 = _____

Division revision with remainders

4) 44 ÷ 9 = _____
5) 49 ÷ 9 = _____
6) 3 ÷ 5 = _____
7) 8 ÷ 2 = _____
8) 11 ÷ 5 = _____
9) 25 ÷ 3 = _____
10) 7 ÷ 3 = _____
11) 14 ÷ 5 = _____
12) 10 ÷ 7 = _____
13) 47 ÷ 9 = _____
14) 35 ÷ 5 = _____
15) 1 ÷ 8 = _____
16) 12 ÷ 8 = _____
17) 17 ÷ 8 = _____
18) 37 ÷ 3 = _____
19) 68 ÷ 8 = _____
20) 45 ÷ 7 = _____
21) 12 ÷ 6 = _____
22) 31 ÷ 4 = _____
23) 19 ÷ 3 = _____

Addition: Rainbow facts to 100

24) 67 + ____ = 100
25) 4 + ____ = 100
26) 60 + ____ = 100
27) 53 + ____ = 100
28) 44 + ____ = 100
29) 34 + 66 = _____
30) 35 + ____ = 100
31) 19 + ____ = 100
32) 58 + ____ = 100
33) 57 + ____ = 100
34) 52 + ____ = 100
35) 45 + 55 = _____

Subtraction: Rainbow facts to 100

36) 100 – ____ = 6
37) 100 – ____ = 36
38) 100 – ____ = 49
39) 100 – ____ = 13
40) 100 – ____ = 37
41) 100 – 17 = _____
42) 100 – ____ = 95
43) 100 – ____ = 23
44) 100 – ____ = 11
45) 100 – ____ = 27
46) 100 – ____ = 35
47) 100 – 42 = _____

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Name: **Multiples of 9 & 3: 3 [C]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

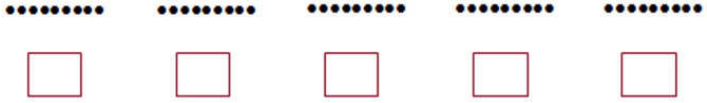
The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

Cross out the numbers that are not multiples of 9

8	9	10	11	15	18
19	21	27	33	34	36
39	42	45	48	51	54
59	63	72	118	249	342

How many are in each set of dots?



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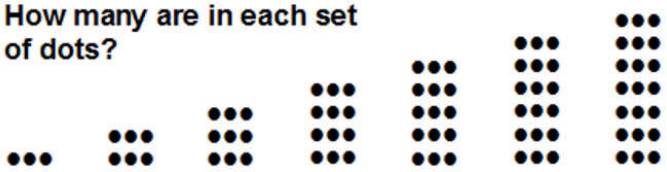
How many are in each set of dots?



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Write the multiples of 9:

1) Start at 9

	18												

Write the multiples of 3:

2) Start at 9

9													

Division revision with remainders

3) 25 ÷ 3 = _____
4) 21 ÷ 3 = _____
5) 12 ÷ 8 = _____
6) 17 ÷ 2 = _____
7) 3 ÷ 4 = _____
8) 45 ÷ 6 = _____
9) 32 ÷ 4 = _____
10) 28 ÷ 9 = _____
11) 16 ÷ 5 = _____
12) 27 ÷ 6 = _____
13) 35 ÷ 8 = _____
14) 35 ÷ 4 = _____
15) 66 ÷ 8 = _____
16) 32 ÷ 7 = _____
17) 43 ÷ 7 = _____
18) 22 ÷ 3 = _____
19) 73 ÷ 9 = _____
20) 38 ÷ 4 = _____
21) 9 ÷ 4 = _____
22) 6 ÷ 2 = _____

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Name: **Multiples of 9 & 3: 3 [D]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

Cross out the numbers that are not multiples of 9

6	9	11	12	16	18
20	24	27	36	38	45
52	54	62	63	70	72
81	95	99	126	252	891

Write the first 10 multiples

1) 9 = _____

2) 3 = _____

3) 2 = _____

4) 4 = _____

Division revision with remainders

5) 12 ÷ 4 = _____
6) 36 ÷ 8 = _____
7) 25 ÷ 3 = _____
8) 24 ÷ 3 = _____
9) 47 ÷ 6 = _____
10) 10 ÷ 6 = _____
11) 34 ÷ 5 = _____
12) 28 ÷ 8 = _____
13) 33 ÷ 9 = _____
14) 27 ÷ 3 = _____
15) 35 ÷ 8 = _____
16) 35 ÷ 4 = _____
17) 66 ÷ 8 = _____
18) 58 ÷ 7 = _____
19) 43 ÷ 7 = _____
20) 57 ÷ 9 = _____
21) 73 ÷ 9 = _____
22) 38 ÷ 4 = _____
23) 9 ÷ 4 = _____
24) 6 ÷ 2 = _____

Addition revision

25) 7 + 4 = _____
26) 8 + 9 = _____
27) 6 + 9 = _____
28) 6 + 5 = _____
29) 9 + 4 = _____
30) 3 + 7 = _____

Subtraction revision

31) 8 – 4 = _____
32) 9 – 8 = _____
33) 12 – 10 = _____
34) 19 – 9 = _____
35) 18 – 10 = _____
36) 17 – 9 = _____

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Name: **Multiples of 7: 4 [A]**

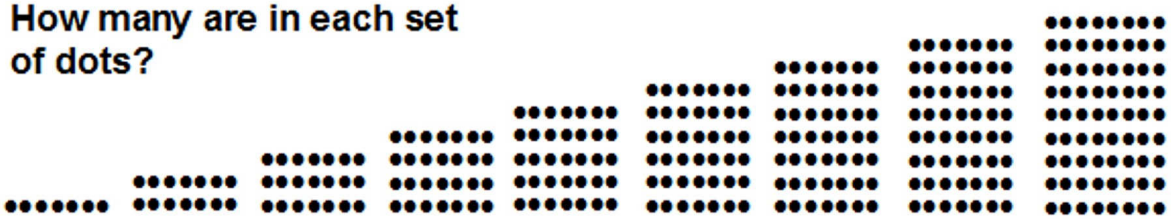
PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 7:

There is no rule for multiples of 7. Up to 77, recall the x7 number facts. For numbers above 77, divide by 7 to see if there is a remainder.
E.g. 63 is a multiple of 7 (7x9). 74 divided by 7 leaves a remainder of 4, so 74 is not a multiple of 7.

How many are in each set of dots?



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x7 number facts up to 84 (x12)

1) 1 × 7 = _____
2) 2 × 7 = _____
3) 3 × 7 = _____
4) 4 × 7 = _____
5) 5 × 7 = _____
6) 6 × 7 = _____
7) 7 × 7 = _____
8) 8 × 7 = _____
9) 9 × 7 = _____
10) 10 × 7 = _____
11) 11 × 7 = _____
12) 12 × 7 = _____

Division revision with remainders

13) 1 ÷ 7 = _____
14) 15 ÷ 7 = _____
15) 31 ÷ 7 = _____
16) 30 ÷ 7 = _____
17) 27 ÷ 7 = _____
18) 53 ÷ 7 = _____
19) 23 ÷ 7 = _____
20) 22 ÷ 7 = _____
21) 32 ÷ 7 = _____
22) 9 ÷ 7 = _____
23) 34 ÷ 7 = _____
24) 51 ÷ 7 = _____

Write the multiples of 7:

25) Start at 7

												91	

Write the multiples of 5:

26) Start at 55

							90						

Addition revision

27) 8 + 5 = _____
28) 8 + 4 = _____
29) 7 + 8 = _____
30) 7 + 5 = _____
31) 5 + 8 = _____
32) 6 + 9 = _____
33) 9 + 5 = _____
34) 3 + 4 = _____

Subtraction revision

35) 7 – 5 = _____
36) 4 – 3 = _____
37) 19 – 10 = _____
38) 11 – 7 = _____
39) 4 – 2 = _____
40) 18 – 10 = _____
41) 6 – 3 = _____
42) 13 – 8 = _____

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Name: **Multiples of 7: 4 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 7:

There is no rule for multiples of 7. Up to 77, recall the x7 number facts. For numbers above 77, divide by 7 to see if there is a remainder. / e.g., 63 is a multiple of 7 (7x9). 74 divided by 7 leaves a remainder of 4, so 74 is not a multiple of 7.

Cross out the numbers that are not multiples of 7

7	**14**	**17**	**21**	**27**	**28**
35	**37**	**42**	**45**	**48**	**49**
52	**56**	**57**	**63**	**67**	**71**

x7 number facts up to 84 (x12)

1) 1 × 7 = _____
2) 2 × 7 = _____
3) 3 × 7 = _____
4) 4 × 7 = _____
5) 5 × 7 = _____
6) 6 × 7 = _____
7) 7 × 7 = _____
8) 8 × 7 = _____
9) 9 × 7 = _____
10) 10 × 7 = _____
11) 11 × 7 = _____
12) 12 × 7 = _____

Division revision with remainders

13) 1 ÷ 7 = _____
14) 15 ÷ 7 = _____
15) 31 ÷ 7 = _____
16) 30 ÷ 7 = _____
17) 27 ÷ 7 = _____
18) 53 ÷ 7 = _____
19) 23 ÷ 7 = _____
20) 22 ÷ 7 = _____
21) 32 ÷ 7 = _____
22) 9 ÷ 7 = _____
23) 34 ÷ 7 = _____
24) 51 ÷ 7 = _____

Write the multiples of 7:

25) Start at 14

											91		

Write the multiples of 3:

26) Start at 3

					18								

Addition extension

27) 82 + 3 = _____
28) 80 + 5 = _____
29) 24 + 7 = _____
30) 40 + 8 = _____
31) 24 + 6 = _____
32) 77 + ___ = 79
33) ___ + 3 = 80
34) 33 + 7 = _____
35) 35 + 6 = _____
36) 42 + 3 = _____

Subtraction extension

37) 35 – 6 = _____
38) ___ – 2 = 49
39) ___ – 1 = 31
40) 96 – 6 = _____
41) 25 – 8 = _____
42) 85 – ___ = 76
43) ___ – 4 = 65
44) ___ – 4 = 27
45) 84 – 4 = _____
46) 42 – 2 = _____

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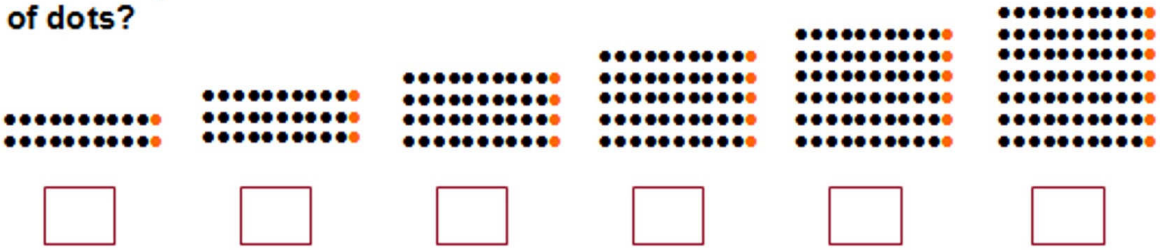
Name: **Multiples of 11: 4 [C]**

PROFESSOR PETE'S CLASSROOM

Multiples of 11:

2 digit: ones and tens digits are the same. For example, 55 is a multiple of 11.
3 digit: tens digit is the sum of the ones and hundreds.
e.g. 165 1+5=6 so 165 is a multiple of 11.
N.B. This rule only works when the sum of the hundreds and the ones is less than 10.

How many are in each set of dots?



☐ ☐ ☐ ☐ ☐ ☐

Try working out these 3 digit numbers:

352 check 3 5 2 (+, =) 3 + 2 = 5 so 352 is a multiple of 11

Circle the multiples of 11.

462 4 + 2 = ☐ 693 6 + 3 = ☐

297 2 + 7 = ☐ 523 ☐ + ☐ = ☐

384 3 + 4 = ☐ 791 ☐ + ☐ = ☐

Cross out the numbers that are not multiples of 11

11	16	22
33	44	66
77	97	132
143	164	297

Division revision with remainders

1) 44 ÷ 9 = _____	6) 25 ÷ 3 = _____	11) 35 ÷ 5 = _____	16) 68 ÷ 8 = _____
2) 49 ÷ 9 = _____	7) 7 ÷ 3 = _____	12) 1 ÷ 8 = _____	17) 45 ÷ 7 = _____
3) 3 ÷ 5 = _____	8) 14 ÷ 5 = _____	13) 12 ÷ 8 = _____	18) 12 ÷ 6 = _____
4) 8 ÷ 2 = _____	9) 10 ÷ 7 = _____	14) 17 ÷ 8 = _____	19) 31 ÷ 4 = _____
5) 11 ÷ 5 = _____	10) 47 ÷ 9 = _____	15) 37 ÷ 3 = _____	20) 19 ÷ 3 = _____

Addition revision

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

Subtraction revision

29) 8 – 4 = _____	33) 3 – 2 = _____
30) 8 – 6 = _____	34) 13 – 9 = _____
31) 15 – 7 = _____	35) 15 – 5 = _____
32) 5 – 4 = _____	36) 19 – 9 = _____

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Name: **Multiples of 11: 4 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Write the multiples of 11:

1) Start at 11

										121			

Write the multiples of 4:

2) Start at 4

									22				

Write the multiples of 9:

3) Start at 9

								81					

Cross out the numbers that are not multiples of 11

11	**21**	**22**	**31**	**33**	**35**
44	**66**	**88**	**99**	**110**	**111**
121	**131**	**132**	**155**	**297**	**462**

Division revision with remainders

4) 27 ÷ 3 = _____
5) 35 ÷ 4 = _____
6) 5 ÷ 6 = _____
7) 48 ÷ 3 = _____
8) 20 ÷ 5 = _____
9) 2 ÷ 8 = _____
10) 11 ÷ 3 = _____
11) 58 ÷ 6 = _____
12) 19 ÷ 2 = _____
13) 44 ÷ 6 = _____
14) 28 ÷ 5 = _____
15) 63 ÷ 8 = _____
16) 26 ÷ 5 = _____
17) 37 ÷ 6 = _____
18) 4 ÷ 2 = _____
19) 33 ÷ 8 = _____
20) 31 ÷ 3 = _____
21) 43 ÷ 6 = _____
22) 10 ÷ 9 = _____
23) 42 ÷ 6 = _____

Addition revision

24) 6 + 8 = _____
25) 8 + 8 = _____
26) 5 + 9 = _____
27) 4 + 3 = _____
28) 8 + 7 = _____
29) 10 + 9 = _____
30) 3 + 8 = _____
31) 8 + 9 = _____
32) 5 + 7 = _____
33) 4 + 7 = _____

Subtraction revision

34) 20 – 10 = _____
35) 12 – 2 = _____
36) 10 – 6 = _____
37) 10 – 2 = _____
38) 11 – 1 = _____
39) 17 – 9 = _____
40) 6 – 5 = _____
41) 4 – 3 = _____
42) 19 – 10 = _____
43) 5 – 4 = _____

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Name: **Multiples of 6: 5 [A]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | **6,8&12** | Finding Factors | LCM | GCF | Factor Trees | All

Multiples of 6:

The number must be divisible by 2 and 3, so it must be an even number that is divisible by 3.
e.g. 78: 78 is even and 7 + 8 = 15, so 78 is divisible by 3. So 78 is a multiple of 6.

Find the multiples of 6: Cross out the numbers that are not even, then circle those that are multiples of 3 (do the digits add to 3 or a multiple of 3). Those are multiples of 6.

12	**18**	**19**	**22**	**24**	**26**
46	**48**	**51**	**66**	**96**	**49**
124	**136**	**156**	**174**	**270**	**321**

Write the multiples of 6:

1) Start at 6

							48						

2-digit numbers x 5 (x10 then halve it)

2) 44 × 10 = _____ 5) 25 × 10 = _____ 8) 27 × 10 = _____ 11) 23 × 10 = _____

3) 44 × 5 = _____ 6) 25 × 5 = _____ 9) 27 × 5 = _____ 12) 23 × 5 = _____

4) 22 × 5 = _____ 7) 42 × 5 = _____ 10) 30 × 5 = _____ 13) 34 × 5 = _____

Halving 2-digit numbers. Cirlce those that are multiples of 4 (those with even answers).

14) 58 ÷ 2 = _____ 15) 76 ÷ 2 = _____ 16) 48 ÷ 2 = _____

17) 62 ÷ 2 = _____ 18) 54 ÷ 2 = _____ 19) 84 ÷ 2 = _____

20) 52 ÷ 2 = _____ 21) 86 ÷ 2 = _____ 22) 70 ÷ 2 = _____

Addition revision

23) 6 + 8 = _____ 28) 6 + 9 = _____

24) 4 + 8 = _____ 29) 8 + 3 = _____

25) 9 + 9 = _____ 30) 5 + 9 = _____

26) 7 + 4 = _____ 31) 6 + 4 = _____

27) 4 + 4 = _____ 32) 10 + 7 = _____

Subtraction revision

33) 8 – 3 = _____ 38) 10 – 5 = _____

34) 18 – 8 = _____ 39) 3 – 2 = _____

35) 16 – 9 = _____ 40) 6 – 3 = _____

36) 9 – 8 = _____ 41) 15 – 5 = _____

37) 8 – 6 = _____ 42) 10 – 1 = _____

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Name: **Multiples of 8: 5 [B]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

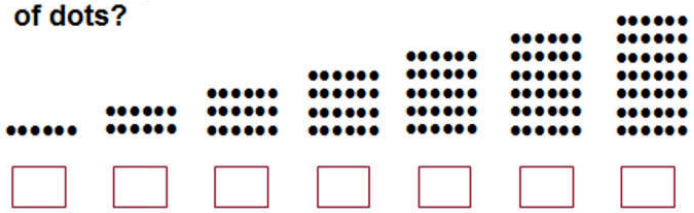
Multiples of 8:

The number must be divisible by 2 three times.
e.g. 248: half of 248 is 124; half of 124 is 62, half again is 31. So 248 is a multiple of 8.

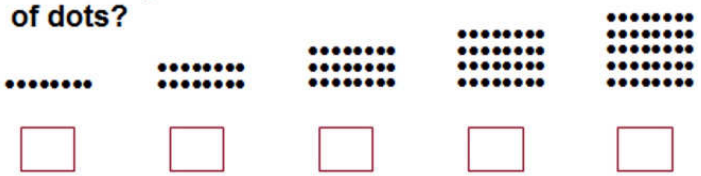
Circle the multiples of 8: Check each number so see if you can halve the numbers 3 times.

6	8	12	15	16	19
21	24	25	26	30	32
36	38	40	44	48	54
100	104	120	128	242	248

How many are in each set of dots?



How many are in each set of dots?



Write the multiples of 8:

1) Start at 8

									80				

Multiplication with decimals revision

2) 8 × 0.3 = _____
3) 7 × 0.5 = _____
4) 6 × 0.7 = _____
5) 8 × 0.4 = _____
6) 6 × 0.5 = _____
7) 7 × 0.4 = _____
8) 6 × 0.6 = _____
9) 8 × 0.9 = _____
10) 8 × 0.6 = _____
11) 9 × 0.5 = _____

Division wth decimals revision

12) 5.0 ÷ 5 = _____
13) 4.8 ÷ 8 = _____
14) 7.2 ÷ 8 = _____
15) 4.9 ÷ 7 = _____
16) 5.6 ÷ 8 = _____
17) 4.0 ÷ 5 = _____
18) 4 ÷ 5 = _____
19) 5.4 ÷ 9 = _____
20) 4.2 ÷ 7 = _____
21) 0.5 ÷ 5 = _____

Addition revision

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

Subtraction revision

30) 15 – 9 = _____
31) 14 – 5 = _____
32) 5 – 2 = _____
33) 7 – 3 = _____
34) 14 – 8 = _____
35) 11 – 7 = _____
36) 17 – 7 = _____
37) 9 – 4 = _____

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Name: **Multiples of 12: 5 [C]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | **6,8&12** | Finding Factors | LCM | GCF | Factor Trees | All

Multiples of 12:

Twelve has factors of 3 and 4. Therefore, to be a multiple of 12 a number must fit the rules for divisibility by both 3 and 4.
Multiples of 4: Even numbers that are divisible by 2 twice.
Multiples of 4, numbers over 100: if the tens and ones are divisible by 4 the whole number is a multiple of 4.
Multiples of 3: The sum of the digits is 3 or another multiple of 3.

Find the multiples of 12: Cross out the numbers that are not multiples of 4, then circle those that are multiples of 3. Those are multiples of 12.

12	**18**	**20**	**24**	**32**	**36**
35	**38**	**42**	**48**	**60**	**68**
72	**80**	**84**	**85**	**96**	**112**

Write the multiples of 12:

1) Start at 12

				60									

Write the multiples of 6:

2) Start at 6

				30									

Addition revision

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

Subtraction revision

11) 15 – 10 = _____
12) 9 – 4 = _____
13) 16 – 8 = _____
14) 10 – 5 = _____
15) 18 – 9 = _____
16) 9 – 6 = _____
17) 19 – 9 = _____
18) 8 – 7 = _____

Multiplication with decimals revision

19) 6 × 0.5 = _____
20) 8 × 0.6 = _____
21) 8 × 0.4 = _____
22) 9 × 0.8 = _____
23) 5 × 0.6 = _____
24) 8 × 0.1 = _____
25) 8 × 0.7 = _____
26) 6 × 1.0 = _____

Fractions with extension

27) $\frac{1}{6}$ of 36 = _____
28) $\frac{1}{8}$ of 64 = _____
29) $\frac{1}{6}$ of 18 = _____
30) $\frac{1}{4}$ of 20 = _____
31) $\frac{1}{6}$ of 24 = _____
32) $\frac{1}{8}$ of 56 = _____

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Name: **Multiples of 6, 8 & 12: 5 [D]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | [6,8&12] | Finding Factors | LCM | GCF | Factor Trees | All

Cross out those numbers that are not multiples of the first number

6:	**12**	**18**	**20**	**24**	**32**	**36**
5:	**10**	**12**	**20**	**25**	**35**	**44**
3:	**11**	**12**	**17**	**18**	**45**	**81**
4:	**12**	**22**	**28**	**36**	**48**	**52**
8:	**16**	**24**	**34**	**36**	**62**	**72**

Addition revision

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

Subtraction revision

11) 13 – 8 = _____
12) 19 – 9 = _____
13) 7 – 6 = _____
14) 14 – 5 = _____
15) 14 – 7 = _____
16) 17 – 7 = _____
17) 17 – 8 = _____
18) 5 – 3 = _____
19) 11 – 5 = _____
20) 17 – 9 = _____

Multiplication with decimals revision

21) 9 × 0.5 = _____
22) 8 × 0.3 = _____
23) 7 × 0.4 = _____
24) 7 × 1.0 = _____
25) 8 × 0.3 = _____
26) 6 × 0.5 = _____
27) 6 × 0.6 = _____
28) 9 × 0.7 = _____
29) 7 × 0.7 = _____
30) 6 × 0.2 = _____

Division with remainders revision

45) 8 ÷ 8 = _____
46) 26 ÷ 5 = _____
47) 41 ÷ 6 = _____
48) 12 ÷ 5 = _____
49) 18 ÷ 7 = _____
50) 20 ÷ 6 = _____
51) 13 ÷ 8 = _____
52) 14 ÷ 7 = _____
53) 41 ÷ 9 = _____
54) 52 ÷ 9 = _____

Turn arounds

31) 0 × ___ = 0
32) ___ × 6 = 48
33) 4 × 6 = _____
34) 3 × ___ = 18
35) 7 × ___ = 42
36) ___ × 6 = 30
37) ___ × 6 = 42
38) ___ × 6 = 36
39) 9 × ___ = 54
40) 2 × ___ = 12
41) ___ × 6 = 6
42) 10 × 6 = _____
43) ___ × 6 = 48
44) 5 × 6 = _____

Fractions with extension

55) $\frac{1}{5}$ of 35 = _____
56) $\frac{1}{6}$ of 42 = _____
57) $\frac{1}{4}$ of 28 = _____
58) $\frac{1}{4}$ of 16 = _____
59) $\frac{1}{6}$ of 48 = _____
60) $\frac{1}{5}$ of 30 = _____
61) $\frac{1}{4}$ of 24 = _____
62) $\frac{1}{4}$ of 32 = _____
63) $\frac{1}{5}$ of 45 = _____
64) $\frac{1}{6}$ of 12 = _____

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Name: **Finding Factors: 6 [A]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number. A number that is a multiple has a corresponding factor.

Finding Factors:

To find the factors, it is necessary to check whether the number can be divided evenly by the other number. Start with the smaller numbers such as 2, 3, 4, 5, etc and work upwards. Don't forget that every number has the factors 1 and itself.
For example, 42 is a multiple of 7, and so 7 is a factor of 42.

List the factors for each number.
e.g. 15 1, 3, 5, 15
Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.
Then circle all the prime numbers.
In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = _____
2) 7 = _____
3) 6 = _____
4) 17 = _____
5) 47 = _____
6) 87 = _____
7) 29 = _____
8) 60 = _____

List the factors for these numbers.
Then circle all the prime numbers.

19) 74 = _____
20) 45 = _____
21) 2 = _____
22) 39 = _____
23) 31 = _____
24) 5 = _____
25) 3 = _____
26) 12 = _____
27) 68 = _____
28) 40 = _____
29) 4 = _____
30) 16 = _____

Addition and subtraction revision

9) 4 + 8 = _____
10) 10 – 4 = _____
11) 14 – 5 = _____
12) 9 + 3 = _____
13) 5 + 5 = _____
14) 6 + 7 = _____
15) 8 – 3 = _____
16) 3 + 3 = _____
17) 9 + 5 = _____
18) 11 – 3 = _____

Multiplication and division revision

31) 10 × 9 = _____
32) 45 ÷ 9 = _____
33) 5 × 6 = _____
34) 12 ÷ 2 = _____
35) 6 × 3 = _____
36) 3 × 5 = _____
37) 8 × 9 = _____
38) 18 ÷ 2 = _____
39) 8 ÷ 4 = _____
40) 35 ÷ 5 = _____

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Name: **Finding Factors: 6 [B]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number. A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = _____
2) 40 = _____
3) 8 = _____
4) 32 = _____
5) 2 = _____
6) 1 = _____
7) 6 = _____
8) 3 = _____

List the factors for these numbers.

Then circle all the prime numbers.

27) 18 = _____
28) 5 = _____
29) 68 = _____
30) 20 = _____
31) 69 = _____
32) 60 = _____
33) 34 = _____
34) 75 = _____
35) 14 = _____
36) 12 = _____
37) 7 = _____
38) 15 = _____

Addition and subtraction revision

9) 10 + 4 = _____
10) 8 + 8 = _____
11) 16 – 5 = _____
12) 6 + 3 = _____
13) 13 – 7 = _____
14) 4 + 7 = _____
15) 7 + 5 = _____
16) 12 – 5 = _____
17) 12 – 3 = _____
18) 12 – 4 = _____
19) 6 + 8 = _____
20) 15 – 7 = _____
21) 10 + 7 = _____
22) 3 + 7 = _____
23) 15 – 8 = _____
24) 15 – 5 = _____
25) 7 – 4 = _____
26) 18 – 9 = _____

Multiplication and division revision

39) 5 × 8 = _____
40) 4 × 4 = _____
41) 45 ÷ 5 = _____
42) 3 × 2 = _____
43) 12 ÷ 6 = _____
44) 24 ÷ 3 = _____
45) 35 ÷ 5 = _____
46) 3 × 9 = _____
47) 81 ÷ 9 = _____
48) 16 ÷ 4 = _____
49) 27 ÷ 3 = _____
50) 72 ÷ 8 = _____
51) 4 × 3 = _____
52) 5 × 6 = _____
53) 8 × 5 = _____
54) 72 ÷ 9 = _____
55) 9 × 8 = _____
56) 36 ÷ 4 = _____

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Name: **Finding Factors: 6 [C]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number. A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = _____
2) 13 = _____
3) 74 = _____
4) 49 = _____
5) 18 = _____
6) 4 = _____
7) 66 = _____
8) 33 = _____

List the factors for these numbers.

Then circle those multiples which are prime numbers.

27) 5 = _____
28) 6 = _____
29) 54 = _____
30) 27 = _____
31) 3 = _____
32) 86 = _____
33) 73 = _____
34) 7 = _____
35) 31 = _____
36) 1 = _____
37) 28 = _____

Addition and subtraction revision

9) 6 + 8 = _____
10) 15 – 5 = _____
11) 15 – 7 = _____
12) 10 + 4 = _____
13) 18 – 9 = _____
14) 7 – 4 = _____
15) 7 + 5 = _____
16) 12 – 5 = _____
17) 12 – 4 = _____
18) 12 – 3 = _____
19) 6 + 3 = _____
20) 10 + 7 = _____
21) 8 + 8 = _____
22) 13 – 7 = _____
23) 16 – 5 = _____
24) 15 – 8 = _____
25) 4 + 7 = _____
26) 3 + 7 = _____

Multiplication and division revision

38) 20 ÷ 4 = _____
39) 6 × 3 = _____
40) 5 × 5 = _____
41) 9 × 6 = _____
42) 9 × 8 = _____
43) 10 × 4 = _____
44) 4 × 3 = _____
45) 56 ÷ 7 = _____
46) 4 × 9 = _____
47) 14 ÷ 7 = _____
48) 40 ÷ 4 = _____
49) 63 ÷ 7 = _____
50) 27 ÷ 3 = _____
51) 12 ÷ 6 = _____
52) 12 ÷ 3 = _____
53) 8 × 7 = _____
54) 24 ÷ 6 = _____
55) 9 × 7 = _____

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Name: **Finding Factors: 6 [D]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number.
A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 25 = _____
2) 5 = _____
3) 3 = _____
4) 56 = _____
5) 58 = _____
6) 36 = _____
7) 9 = _____
8) 87 = _____

List the factors for these numbers.
Then circle all the prime numbers.

27) 4 = _____
28) 1 = _____
29) 10 = _____
30) 12 = _____
31) 83 = _____
32) 49 = _____
33) 54 = _____
34) 91 = _____
35) 55 = _____
36) 23 = _____
37) 6 = _____
38) 27 = _____

Addition and subtraction revision

9) 10 + 7 = _____
10) 15 – 5 = _____
11) 18 – 9 = _____
12) 15 – 8 = _____
13) 12 – 4 = _____
14) 3 + 7 = _____
15) 10 + 4 = _____
16) 12 – 3 = _____
17) 13 – 7 = _____
18) 16 – 5 = _____
19) 7 – 4 = _____
20) 12 – 5 = _____
21) 8 + 8 = _____
22) 6 + 3 = _____
23) 7 + 5 = _____
24) 4 + 7 = _____
25) 15 – 7 = _____
26) 6 + 8 = _____

Multiplication and division revision

39) 4 × 2 = _____
40) 32 ÷ 4 = _____
41) 6 ÷ 3 = _____
42) 10 ÷ 2 = _____
43) 8 × 2 = _____
44) 3 × 6 = _____
45) 9 × 9 = _____
46) 6 × 5 = _____
47) 28 ÷ 7 = _____
48) 18 ÷ 3 = _____
49) 4 × 9 = _____
50) 4 × 7 = _____
51) 4 × 6 = _____
52) 20 ÷ 2 = _____
53) 54 ÷ 6 = _____
54) 30 ÷ 5 = _____
55) 4 × 4 = _____
56) 3 × 9 = _____

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Name: **Lowest Common Multiple: 7 [A]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

e.g. 4 4, 8, 12, 16, 20
6 6, 12,
Circle the smallest number in each list.
This is the Lowest Common Multiple.
This LCM is 12. You can stop once you find a multiple that is common to both of the numbers.
Write the LCM on the single line on the right.

1) 6 _____ ___
18 _____

2) 8 _____ ___
4 _____

3) 12 _____ ___
3 _____

4) 4 _____ ___
8 _____

5) 9 _____ ___
3 _____

6) 6 _____ ___
12 _____

7) 4 _____ ___
12 _____

8) 6 _____ ___
9 _____

9) 3 _____ ___
12 _____

Addition extension

10) 59 + 6 = _____
11) 83 + ___ = 85
12) 35 + 10 = _____
13) ___ + 9 = 87
14) ___ + 4 = 64
15) 69 + 8 = _____
16) 73 + 8 = _____
17) ___ + 8 = 65
18) ___ + 6 = 43
19) 46 + 3 = _____

Subtraction extension

20) 46 – ___ = 9
21) 67 – ___ = 2
22) 31 – ___ = 7
23) 84 – 81 = _____
24) ___ – 18 = 7
25) 43 – ___ = 4
26) 34 – ___ = 4
27) 46 – 41 = _____
28) ___ – 29 = 3
29) 73 – ___ = 3

Multiplication extension revision

30) 900 × 9 = _____
31) 70 × 3 = _____
32) 9 × 700 = _____
33) 5 × 800 = _____
34) 40 × 9 = _____
35) 60 × 3 = _____
36) 700 × 2 = _____
37) 3 × 800 = _____
38) 60 × 4 = _____
39) 7 × 90 = _____

Division extension revision

40) 600 ÷ 6 = _____
41) 360 ÷ 9 = _____
42) 300 ÷ 3 = _____
43) 300 ÷ 6 = _____
44) 160 ÷ 8 = _____
45) 560 ÷ 7 = _____
46) 500 ÷ 5 = _____
47) 250 ÷ 5 = _____
48) 810 ÷ 9 = _____
49) 100 ÷ 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Lowest Common Multiple: 7 [B]**

PROFESSOR PETE'S CLASSROOM

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 12 _____ ___
8 _____

2) 5 _____ ___
8 _____

3) 3 _____ ___
12 _____

4) 3 _____ ___
4 _____

5) 5 _____ ___
6 _____

6) 12 _____ ___
9 _____

7) 10 _____ ___
3 _____

8) 18 _____ ___
12 _____

9) 10 _____ ___
6 _____

10) 6 _____ ___
12 _____

Multiplication revision

11) 7 × 7 = _____
12) 10 × 5 = _____
13) 6 × 7 = _____
14) 6 × 2 = _____
15) 10 × 4 = _____
16) 7 × 9 = _____
17) 4 × 6 = _____
18) 9 × 7 = _____
19) 4 × 3 = _____
20) 4 × 7 = _____

Division revision

21) 56 ÷ 7 = _____
22) 63 ÷ 7 = _____
23) 4 ÷ 2 = _____
24) 64 ÷ 8 = _____
25) 20 ÷ 4 = _____
26) 72 ÷ 9 = _____
27) 72 ÷ 8 = _____
28) 18 ÷ 2 = _____
29) 36 ÷ 6 = _____
30) 27 ÷ 3 = _____

Division revision with remainders

31) 16 ÷ 3 = _____
32) 15 ÷ 7 = _____
33) 22 ÷ 9 = _____
34) 20 ÷ 3 = _____
35) 18 ÷ 7 = _____
36) 15 ÷ 6 = _____
37) 32 ÷ 3 = _____
38) 7 ÷ 5 = _____
39) 34 ÷ 5 = _____
40) 51 ÷ 8 = _____
41) 22 ÷ 6 = _____
42) 5 ÷ 6 = _____
43) 6 ÷ 9 = _____
44) 4 ÷ 3 = _____
45) 4 ÷ 5 = _____
46) 43 ÷ 9 = _____
47) 28 ÷ 3 = _____
48) 22 ÷ 3 = _____
49) 27 ÷ 3 = _____
50) 4 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Lowest Common Multiple: 7 [C]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 10, 5 _____ ___
2) 6, 8 _____ ___
3) 3, 4 _____ ___
4) 3, 2 _____ ___
5) 8, 10 _____ ___
6) 10, 3 _____ ___
7) 10, 2 _____ ___
8) 12, 8 _____ ___
9) 12, 2 _____ ___
10) 9, 2 _____ ___

Addition

11) 3 + 8 = _____
12) 8 + 9 = _____
13) 5 + 5 = _____
14) 8 + 4 = _____
15) 9 + 4 = _____
16) 10 + 5 = _____
17) 3 + 4 = _____
18) 7 + 4 = _____
19) 10 + 9 = _____
20) 5 + 7 = _____

Subtraction

21) 4 – 3 = _____
22) 6 – 5 = _____
23) 18 – 9 = _____
24) 15 – 6 = _____
25) 12 – 9 = _____
26) 16 – 8 = _____
27) 7 – 5 = _____
28) 8 – 6 = _____
29) 12 – 4 = _____
30) 12 – 5 = _____

Multiplication with decimals revision

31) 5 × 0.4 = _____
32) 8 × 0.9 = _____
33) 5 × 0.3 = _____
34) 7 × 0.7 = _____
35) 7 × 0.6 = _____
36) 6 × 0.9 = _____
37) 7 × 0.1 = _____
38) 9 × 0.2 = _____

Addition revision with tenths

39) 0.1 + 0.6 = _____
40) 0.1 + 0.4 = _____
41) 0.5 + 0.6 = _____
42) 0.3 + 0.7 = _____
43) 0.6 + 0.8 = _____
44) 0.1 + 0.7 = _____
45) 0.2 + 0.3 = _____
46) 0.0 + 0.9 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Lowest Common Multiple: 7 [D]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 3, 12 _____ ___
2) 18, 12 _____ ___
3) 3, 10 _____ ___
4) 9, 15 _____ ___
5) 5, 3 _____ ___
6) 12, 3 _____ ___
7) 6, 9 _____ ___
8) 5, 6 _____ ___
9) 3, 8 _____ ___
10) 4, 10 _____ ___

Multiplication revision

11) 9 × 4 = _____
12) 10 × 2 = _____
13) 6 × 4 = _____
14) 3 × 3 = _____
15) 9 × 7 = _____
16) 4 × 7 = _____
17) 8 × 3 = _____
18) 10 × 4 = _____
19) 6 × 2 = _____
20) 10 × 7 = _____

Division revision

21) 6 ÷ 3 = _____
22) 49 ÷ 7 = _____
23) 72 ÷ 9 = _____
24) 24 ÷ 8 = _____
25) 63 ÷ 9 = _____
26) 72 ÷ 8 = _____
27) 10 ÷ 2 = _____
28) 40 ÷ 4 = _____
29) 12 ÷ 6 = _____
30) 12 ÷ 4 = _____

Addition: Rainbow facts to 100

31) 90 + ____ = 100
32) 11 + ____ = 100
33) 41 + ____ = 100
34) 82 + ____ = 100
35) 58 + ____ = 100
36) 70 + ____ = 100
37) 21 + ____ = 100
38) 74 + ____ = 100
39) 76 + ____ = 100
40) 83 + ____ = 100

Subtraction: Rainbow facts to 100

41) 100 – ____ = 7
42) 100 – ____ = 87
43) 100 – ____ = 16
44) 100 – ____ = 14
45) 100 – ____ = 18
46) 100 – ____ = 35
47) 100 – ____ = 54
48) 100 – ____ = 5
49) 100 – ____ = 78
50) 100 – ____ = 57

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Greatest Common Factor: 8 [A]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
e.g. 12 2, 3, 4, 6, 12
6 2, 3, 6
Stop when you have written all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 40 _____ ___
50 _____

2) 74 _____ ___
76 _____

3) 76 _____ ___
46 _____

4) 96 _____ ___
78 _____

5) 55 _____ ___
77 _____

6) 25 _____ ___
60 _____

7) 36 _____ ___
26 _____

8) 30 _____ ___
15 _____

9) 9 _____ ___
45 _____

10) 51 _____ ___
15 _____

Multiplication revision

11) 9 × 4 = _____
12) 10 × 2 = _____
13) 6 × 4 = _____
14) 3 × 3 = _____
15) 9 × 7 = _____
16) 4 × 7 = _____
17) 8 × 3 = _____
18) 10 × 4 = _____
19) 6 × 2 = _____
20) 10 × 7 = _____

Division revision

21) 6 ÷ 3 = _____
22) 49 ÷ 7 = _____
23) 72 ÷ 9 = _____
24) 24 ÷ 8 = _____
25) 63 ÷ 9 = _____
26) 72 ÷ 8 = _____
27) 10 ÷ 2 = _____
28) 40 ÷ 4 = _____
29) 12 ÷ 6 = _____
30) 12 ÷ 4 = _____

Addition extension

31) 84 + 9 = _____
32) 27 + 8 = _____
33) 24 + 8 = _____
34) 22 + 9 = _____
35) 40 + 8 = _____
36) 78 + 8 = _____
37) 44 + 9 = _____
38) 50 + 8 = _____
39) 30 + 8 = _____
40) 42 + 8 = _____

Subtraction extension

41) 74 – 6 = _____
42) 87 – 3 = _____
43) 75 – 9 = _____
44) 31 – 6 = _____
45) 44 – 8 = _____
46) 42 – 4 = _____
47) 64 – 2 = _____
48) 67 – 7 = _____
49) 75 – 7 = _____
50) 47 – 3 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Greatest Common Factor: 8 [B]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers..

List the factors of each of the numbers.
Stop when you have written all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 33 _____ ___
22 _____

2) 70 _____ ___
25 _____

3) 70 _____ ___
75 _____

4) 100 _____ ___
25 _____

5) 56 _____ ___
70 _____

6) 49 _____ ___
91 _____

7) 88 _____ ___
55 _____

8) 77 _____ ___
35 _____

9) 63 _____ ___
21 _____

10) 96 _____ ___
93 _____

Multiplication revision

11) 9 × 7 = _____
12) 6 × 8 = _____
13) 5 × 8 = _____
14) 6 × 5 = _____
15) 9 × 4 = _____
16) 9 × 5 = _____
17) 7 × 5 = _____
18) 4 × 6 = _____
19) 9 × 8 = _____
20) 8 × 9 = _____

Division revision

31) 8 ÷ 2 = _____
32) 48 ÷ 8 = _____
33) 64 ÷ 8 = _____
34) 32 ÷ 8 = _____
35) 42 ÷ 7 = _____
36) 20 ÷ 4 = _____
37) 24 ÷ 6 = _____
38) 20 ÷ 5 = _____
39) 24 ÷ 3 = _____
40) 40 ÷ 5 = _____

Addition revision

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

Subtraction revision

41) 5 – 3 = _____
42) 14 – 10 = _____
43) 8 – 6 = _____
44) 4 – 3 = _____
45) 19 – 9 = _____
46) 7 – 5 = _____
47) 15 – 5 = _____
48) 5 – 4 = _____
49) 13 – 10 = _____
50) 6 – 3 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Greatest Common Factor: 8 [C]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
Stop when you have written all the factors. Circle the largest numeral that is in both lists - this is the GCF. Write it on the line next to the factors.

1) 50 _____ ___
100 _____

2) 63 _____ ___
14 _____

3) 100 _____ ___
60 _____

4) 70 _____ ___
45 _____

5) 66 _____ ___
42 _____

6) 40 _____ ___
50 _____

7) 74 _____ ___
76 _____

8) 76 _____ ___
46 _____

9) 96 _____ ___
78 _____

10) 55 _____ ___
77 _____

Multiplication revision

11) 8 × 5 = _____
12) 4 × 8 = _____
13) 7 × 7 = _____
14) 6 × 6 = _____
15) 7 × 6 = _____
16) 4 × 7 = _____
17) 5 × 5 = _____
18) 6 × 8 = _____
19) 9 × 3 = _____
20) 3 × 9 = _____

Division revision

21) 6 ÷ 3 = _____
22) 27 ÷ 9 = _____
23) 10 ÷ 5 = _____
24) 35 ÷ 5 = _____
25) 70 ÷ 7 = _____
26) 18 ÷ 2 = _____
27) 48 ÷ 8 = _____
28) 16 ÷ 4 = _____
29) 8 ÷ 4 = _____
30) 72 ÷ 9 = _____

Addition extension

31) 39 + 9 = _____
32) 53 + 9 = _____
33) 67 + 8 = _____
34) 47 + 9 = _____
35) 86 + 9 = _____
36) 61 + 8 = _____
37) 77 + 9 = _____
38) 64 + 9 = _____
39) 87 + 8 = _____
40) 84 + 8 = _____

Subtraction extension

41) 49 – 4 = _____
42) 86 – 8 = _____
43) 94 – 7 = _____
44) 36 – 6 = _____
45) 38 – 7 = _____
46) 29 – 8 = _____
47) 30 – 4 = _____
48) 47 – 5 = _____
49) 23 – 4 = _____
50) 53 – 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Greatest Common Factor: 8 [D]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
Stop when you have written all the factors. Circle the largest numeral that is in both lists - this is the GCF. Write it on the line next to the factors.

1) 70 _____ ___
77 _____

2) 68 _____ ___
28 _____

3) 66 _____ ___
48 _____

4) 90 _____ ___
35 _____

5) 25 _____ ___
100 _____

6) 50 _____ ___
100 _____

7) 88 _____ ___
44 _____

8) 90 _____ ___
95 _____

9) 39 _____ ___
72 _____

10) 95 _____ ___
10 _____

Multiplication revision

11) 8 × 8 = _____
12) 4 × 9 = _____
13) 4 × 5 = _____
14) 6 × 4 = _____
15) 7 × 3 = _____
16) 7 × 8 = _____
17) 9 × 2 = _____
18) 10 × 3 = _____
19) 9 × 8 = _____
20) 8 × 4 = _____

Division revision

21) 36 ÷ 9 = _____
22) 27 ÷ 9 = _____
23) 50 ÷ 5 = _____
24) 80 ÷ 8 = _____
25) 10 ÷ 2 = _____
26) 16 ÷ 2 = _____
27) 63 ÷ 9 = _____
28) 40 ÷ 4 = _____
29) 12 ÷ 4 = _____
30) 48 ÷ 6 = _____

Addition: Rainbow facts to 100

31) 93 + ____ = 100
32) 33 + ____ = 100
33) 52 + ____ = 100
34) 85 + ____ = 100
35) 0 + ____ = 100
36) 34 + ____ = 100
37) 90 + ____ = 100
38) 73 + ____ = 100
39) 64 + ____ = 100
40) 65 + ____ = 100

Subtraction: Rainbow facts to 100

41) 100 – ____ = 12
42) 100 – ____ = 93
43) 100 – ____ = 47
44) 100 – ____ = 15
45) 100 – ____ = 78
46) 100 – ____ = 41
47) 100 – ____ = 53
48) 100 – ____ = 43
49) 100 – ____ = 50
50) 100 – ____ = 71

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

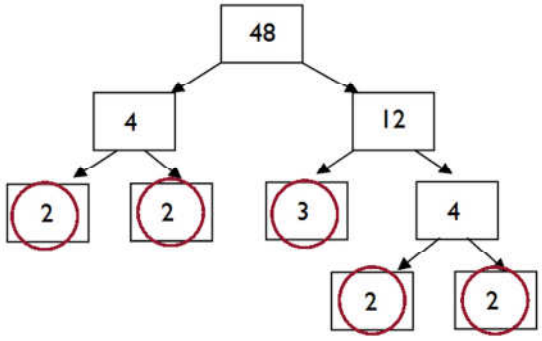
Name: **Factor Trees: 9 [A]**

PROFESSOR PETE'S CLASSROOM

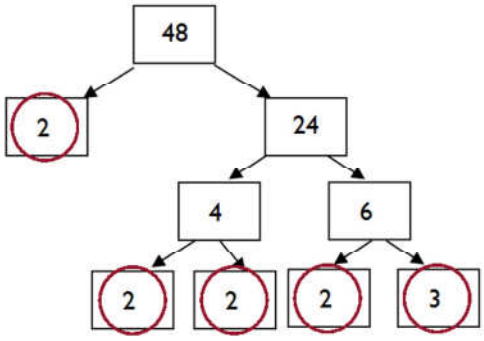
Factor Trees:

One way to find the prime factors of a number is to draw a factor tree.
To draw a factor tree, find two numbers that multiply together to make that number. Then find the factors of each of those numbers and so on until there you have only prime numbers.
Under the factor tree write a number sentence for the start number using the prime numbers.
(e.g. 12 = 2 x 2 x 3)
N.B. There are different ways to draw a factor tree for the same number.

Here are two examples of factor trees for the same number.
The prime factors are the same but the trees are different.



48 = 2 x 2 x 3 x 2 x 2



48 = 2 x 2 x 2 x 2 x 3

Draw two different factor trees for this number. Write the number sentence underneath.

24

24

24 = _____

24 = _____

Multiplication revision

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

Division revision

13) 90 ÷ 9 = _____
14) 50 ÷ 5 = _____
15) 36 ÷ 9 = _____
16) 45 ÷ 9 = _____
17) 42 ÷ 6 = _____
18) 21 ÷ 7 = _____

Addition revision

7) 4 + 4 = _____
8) 4 + 9 = _____
9) 8 + 7 = _____
10) 9 + 7 = _____
11) 9 + 3 = _____
12) 5 + 8 = _____

Subtraction revision

19) 13 – 3 = _____
20) 5 – 4 = _____
21) 19 – 10 = _____
22) 13 – 9 = _____
23) 9 – 7 = _____
24) 7 – 4 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Factor Trees: 9 [B]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

27

27 = _____

64

64 = _____

70

70 = _____

45

45 = _____

Multiplication revision

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

Division revision

11) 15 ÷ 5 = _____
12) 54 ÷ 9 = _____
13) 45 ÷ 5 = _____
14) 40 ÷ 4 = _____
15) 35 ÷ 5 = _____
16) 18 ÷ 9 = _____
17) 56 ÷ 8 = _____
18) 4 ÷ 2 = _____
19) 54 ÷ 6 = _____
20) 18 ÷ 3 = _____

Addition: Rainbow facts to 100

21) 92 + ____ = 100
22) 48 + ____ = 100
23) 63 + ____ = 100
24) 68 + ____ = 100
25) 25 + ____ = 100
26) 58 + ____ = 100
27) 36 + ____ = 100
28) 88 + ____ = 100
29) 46 + ____ = 100
30) 26 + ____ = 100

Subtraction: Rainbow facts to 100

31) 100 – ____ = 15
32) 100 – ____ = 34
33) 100 – ____ = 48
34) 100 – ____ = 28
35) 100 – ____ = 2
36) 100 – ____ = 22
37) 100 – ____ = 23
38) 100 – ____ = 57
39) 100 – ____ = 35
40) 100 – ____ = 69

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Factor Trees: 9 [C]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

21

21 = _____

40

40 = _____

50

50 = _____

80

80 = _____

Addition extension

1) 56 + 7 = _____
2) 37 + ___ = 47
3) 38 + 5 = _____
4) ___ + 5 = 62
5) ___ + 8 = 95
6) 30 + 6 = _____
7) 26 + 6 = _____
8) ___ + 5 = 64
9) ___ + 2 = 67
10) 29 + 1 = _____

Subtraction extension

11) 44 – ___ = 7
12) 94 – ___ = 1
13) 65 – ___ = 5
14) 46 – 41 = _____
15) ___ – 80 = 7
16) 48 – ___ = 8
17) 59 – ___ = 9
18) 80 – 75 = _____
19) ___ – 44 = 7
20) 90 – ___ = 1

Division revision with remainders

21) 7 ÷ 7 = _____
22) 3 ÷ 4 = _____
23) 36 ÷ 4 = _____
24) 31 ÷ 3 = _____
25) 50 ÷ 4 = _____
26) 18 ÷ 7 = _____
27) 34 ÷ 5 = _____
28) 52 ÷ 7 = _____
29) 20 ÷ 5 = _____
30) 29 ÷ 8 = _____
31) 19 ÷ 6 = _____
32) 16 ÷ 8 = _____
33) 29 ÷ 9 = _____
34) 5 ÷ 5 = _____
35) 27 ÷ 9 = _____
36) 4 ÷ 3 = _____
37) 45 ÷ 3 = _____
38) 12 ÷ 3 = _____
39) 31 ÷ 6 = _____
40) 27 ÷ 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Factor Trees: 9 [D]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

55

55 = _____

30

30 = _____

68

68 = _____

16

16 = _____

Multiplication with decimals revision

1) 6 × 1.0 = _____
2) 8 × 0.8 = _____
3) 7 × 0.4 = _____
4) 6 × 0.5 = _____
5) 9 × 0.8 = _____
6) 6 × 0.7 = _____
7) 8 × 0.4 = _____
8) 7 × 0.6 = _____
9) 6 × 0.2 = _____
10) 5 × 0.6 = _____

Division with decimals revision

11) 4 ÷ 8 = _____
12) 4.9 ÷ 7 = _____
13) 6.4 ÷ 8 = _____
14) 3.2 ÷ 8 = _____
15) 5.0 ÷ 5 = _____
16) 2.4 ÷ 4 = _____
17) 5.4 ÷ 6 = _____
18) 7.2 ÷ 8 = _____
19) 3.6 ÷ 9 = _____
20) 2.7 ÷ 9 = _____

Addition extension

21) 59 + ___ = 63
22) 84 + 6 = _____
23) ___ + 4 = 55
24) 77 + ___ = 84
25) 40 + 6 = _____
26) 86 + ___ = 92
27) ___ + 8 = 52
28) 85 + 2 = _____
29) 70 + 6 = _____
30) ___ + 7 = 30

Subtraction extension

31) 35 – ___ = 28
32) 37 – 4 = _____
33) ___ – 8 = 88
34) 75 – ___ = 67
35) 67 – 5 = _____
36) 55 – 9 = _____
37) 26 – 5 = _____
38) 28 – 9 = _____
39) 92 – 1 = _____
40) 41 – ___ = 35

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 8, 10 ____ ___
2) 12, 6 ____ ___
3) 10, 6 ____ ___
4) 4, 6 ____ ___
5) 8, 9 ____ ___
6) 2, 8 ____ ___
7) 5, 10 ____ ___
8) 9, 8 ____ ___
9) 7, 2 ____ ___
10) 3, 6 ____ ___

Find the Greatest Common Factor of each pair of numbers.

11) 80, 10 ____ ___
12) 12, 18 ____ ___
13) 55, 22 ____ ___
14) 10, 85 ____ ___
15) 12, 34 ____ ___
16) 51, 21 ____ ___
17) 49, 77 ____ ___
18) 22, 33 ____ ___
19) 90, 20 ____ ___
20) 28, 62 ____ ___

Draw factor trees for each of these numbers. Write the number sentence underneath.

60

28

60 = _____

28 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 10, 2 ____ ___
2) 9, 6 ____ ___
3) 6, 10 ____ ___
4) 15, 5 ____ ___
5) 6, 10 ____ ___
6) 2, 8 ____ ___
7) 5, 10 ____ ___
8) 9, 8 ____ ___
9) 7, 2 ____ ___
10) 3, 6 ____ ___

Find the Greatest Common Factor of each pair of numbers.

11) 49, 56 ____ ___
12) 35, 91 ____ ___
13) 45, 15 ____ ___
14) 68, 32 ____ ___
15) 96, 92 ____ ___
16) 84, 42 ____ ___
17) 45, 55 ____ ___
18) 10, 56 ____ ___
19) 33, 77 ____ ___
20) 88, 55 ____ ___

Draw factor trees for each of these numbers. Write the number sentence underneath.

42

62

42 = _____

62 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 4, 10 ____ ___
2) 2, 3 ____ ___
3) 7, 14 ____ ___
4) 20, 5 ____ ___
5) 9, 6 ____ ___
6) 10, 2 ____ ___
7) 9, 6 ____ ___
8) 3, 12 ____ ___
9) 7, 9 ____ ___
10) 9, 8 ____ ___

Find the Greatest Common Factor of each pair of numbers.

11) 65, 30 ____ ___
12) 66, 55 ____ ___
13) 52, 96 ____ ___
14) 22, 62 ____ ___
15) 12, 9 ____ ___
16) 90, 36 ____ ___
17) 85, 95 ____ ___
18) 65, 40 ____ ___
19) 35, 55 ____ ___
20) 45, 90 ____ ___

Draw factor trees for each of these numbers. Write the number sentence underneath.

27

20

27 = _____

20 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Find the Lowest Common Multiple of each pair of numbers.

1) 4, 3 _____ ___

2) 2, 9 _____ ___

3) 5, 4 _____ ___

4) 6, 2 _____ ___

5) 9, 5 _____ ___

6) 9, 3 _____ ___

7) 15, 3 _____ ___

8) 5, 8 _____ ___

9) 8, 6 _____ ___

10) 9, 4 _____ ___

Find the Greatest Common Factor of each pair of numbers.

11) 33, 44 _____ ___

12) 63, 28 _____ ___

13) 39, 90 _____ ___

14) 44, 55 _____ ___

15) 70, 10 _____ ___

16) 91, 42 _____ ___

17) 90, 96 _____ ___

18) 30, 34 _____ ___

19) 28, 77 _____ ___

20) 7, 21 _____ ___

Draw factor trees for each of these numbers. Write the number sentence underneath.

12

63

12 = _____

63 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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.

Name: **Check Up A**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 2.
Circle the multiples of 4.

16	18	21	35	42	88
105	226	446	480	595	700

Cross out the numbers that are not multiples of 5.
Circle the multiples of 10.

14	15	25	40	55	57
104	130	149	172	195	300

Write the first 10 multiples

1) 4 = _____

Write the multiples of 5:

2) Start at 15

											70		

Write the multiples of 2:

3) Start at 14

		18											

Addition: Rainbow facts to 100

4) 35 + ____ = 100
5) 79 + ____ = 100
6) 57 + ____ = 100
7) 55 + ____ = 100
8) 32 + ____ = 100
9) 54 + ____ = 100

Subtraction: Rainbow facts to 100

10) 100 – ____ = 40
11) 100 – ____ = 68
12) 100 – ____ = 24
13) 100 – ____ = 29
14) 100 – ____ = 58
15) 100 – ____ = 60

Multiplication revision

16) 4 × 9 = _____
17) 10 × 4 = _____
18) 10 × 5 = _____
19) 9 × 5 = _____
20) 3 × 7 = _____
21) 10 × 6 = _____

Division revision

22) 20 ÷ 2 = _____
23) 80 ÷ 8 = _____
24) 9 ÷ 3 = _____
25) 72 ÷ 9 = _____
26) 63 ÷ 7 = _____
27) 14 ÷ 7 = _____

2-digit numbers x 5

28) 24 × 5 = _____
29) 32 × 5 = _____
30) 82 × 5 = _____
31) 25 × 5 = _____
32) 45 × 5 = _____
33) 49 × 5 = _____
34) 28 × 5 = _____
35) 62 × 5 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up B**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 3.
Circle the multiples of 9.

15	16	26	36	42	88
264	336	405	435	411	450

Cross out the numbers that are not multiples of 11.

44	55	56	72	88	99
132	253	431	551	561	666

Write the first 10 multiples

1) 7 = _____

Write the multiples of 7:

2) Start at 7

				35							

Write the multiples of 11:

3) Start at 11

				55							

Addition revision

4) 6 + 4 = _____
5) 3 + 8 = _____
6) 7 + 8 = _____
7) 6 + 5 = _____
8) 3 + 5 = _____
9) 8 + 5 = _____

Subtraction revision

10) 14 – 5 = _____
11) 12 – 7 = _____
12) 10 – 2 = _____
13) 9 – 7 = _____
14) 19 – 9 = _____
15) 15 – 6 = _____

Multiplication with decimals revision

16) 6 × 0.8 = _____
17) 9 × 0.8 = _____
18) 6 × 0.1 = _____
19) 7 × 0.6 = _____
20) 8 × 0.3 = _____
21) 6 × 0.4 = _____

Division with decimals revision

22) 1.1 ÷ 7 = _____
23) 4.0 ÷ 6 = _____
24) 0.9 ÷ 8 = _____
25) 0.7 ÷ 7 = _____
26) 4.8 ÷ 5 = _____
27) 3.7 ÷ 7 = _____

Division revision with remainders

28) 49 ÷ 7 = _____
29) 1 ÷ 4 = _____
30) 40 ÷ 6 = _____
31) 36 ÷ 4 = _____
32) 18 ÷ 7 = _____
33) 3 ÷ 4 = _____
34) 43 ÷ 5 = _____
35) 42 ÷ 8 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up C**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 2.
Circle the multiples of 6.

15	18	24	34	41	83
107	122	132	242	330	800

Cross out the numbers that are not multiples of 2.
Circle the multiples of 8.

16	22	24	48	52	54
17	75	93	135	147	400

Write the multiples of 6:

1) Start at 6

				30							

Write the multiples of 8:

2) Start at 8

				40							

List the factors for each number.
Then circle all the prime numbers.

3) 16 = _____

4) 6 = _____

5) 8 = _____

6) 4 = _____

7) 7 = _____

8) 24 = _____

9) 3 = _____

10) 28 = _____

Multiplication and division revision

11) 4 × 4 = _____ 15) 3 × 7 = _____

12) 6 × 4 = _____ 16) 48 ÷ 6 = _____

13) 10 × 3 = _____ 17) 40 ÷ 4 = _____

14) 2 × 4 = _____ 18) 5 × 6 = _____

Addition and subtraction revision

19) 4 + 8 = _____ 24) 6 + 7 = _____

20) 10 – 4 = _____ 25) 8 – 3 = _____

21) 14 – 5 = _____ 26) 3 + 3 = _____

22) 9 + 3 = _____ 27) 9 + 5 = _____

23) 5 + 5 = _____ 28) 11 – 3 = _____

Division revision with remainders

29) 36 ÷ 8 = _____ 31) 17 ÷ 3 = _____ 33) 43 ÷ 9 = _____ 35) 17 ÷ 3 = _____

30) 49 ÷ 6 = _____ 32) 35 ÷ 4 = _____ 34) 30 ÷ 3 = _____ 36) 30 ÷ 4 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up D**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 12 _____ ___
4 _____

2) 5 _____ ___
15 _____

3) 12 _____ ___
6 _____

4) 6 _____ ___
10 _____

5) 12 _____ ___
10 _____

Find the Greatest Common Factor of these pairs of numbers..

List the factors of each of the numbers.
Stop when you have written all the factors. The largest number that is in both lists is the GCF.
Write the GCF on the single line on the right.

6) 33 _____ ___
22 _____

7) 70 _____ ___
25 _____

8) 70 _____ ___
75 _____

9) 100 _____ ___
25 _____

10) 56 _____ ___
70 _____

Multiplication revision

11) 6 × 5 = _____
12) 6 × 4 = _____
13) 7 × 9 = _____
14) 4 × 9 = _____
15) 3 × 4 = _____
16) 10 × 4 = _____
17) 7 × 6 = _____
18) 4 × 6 = _____
19) 9 × 6 = _____
20) 6 × 9 = _____

Division revision

21) 70 ÷ 7 = _____
22) 54 ÷ 6 = _____
23) 72 ÷ 9 = _____
24) 20 ÷ 5 = _____
25) 12 ÷ 3 = _____
26) 32 ÷ 4 = _____
27) 35 ÷ 7 = _____
28) 24 ÷ 4 = _____
29) 8 ÷ 4 = _____
30) 36 ÷ 4 = _____

Division revision with remainders

31) 16 ÷ 3 = _____
32) 15 ÷ 7 = _____
33) 22 ÷ 9 = _____
34) 20 ÷ 3 = _____
35) 18 ÷ 7 = _____
36) 15 ÷ 6 = _____
37) 32 ÷ 3 = _____
38) 7 ÷ 5 = _____
39) 34 ÷ 5 = _____
40) 51 ÷ 8 = _____

Addition: Rainbow facts to 100

41) 50 + ____ = 100
42) 88 + ____ = 100
43) 81 + ____ = 100
44) 59 + ____ = 100
45) 68 + ____ = 100
46) 62 + ____ = 100
47) 57 + ____ = 100
48) 84 + ____ = 100
49) 93 + ____ = 100
50) 45 + ____ = 100

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples Worksheets". This Check Up is for assessment to be given upon completion of the 8D worksheet. The teacher should record each student's score and the time taken.

Name: **Check Up E**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

Draw the factor trees

45

25

45 = _____

25 = _____

60

24

60 = _____

24 = _____

Multiplication with decimals revision

1) 6 × 0.9 = _____
2) 7 × 0.6 = _____
3) 6 × 0.3 = _____
4) 6 × 0.5 = _____
5) 8 × 0.6 = _____
6) 8 × 0.9 = _____
7) 8 × 0.1 = _____
8) 9 × 0.1 = _____

Division with decimals revision

9) 3.2 ÷ 4 = _____
10) 4 ÷ 8 = _____
11) 3.6 ÷ 6 = _____
12) 5.4 ÷ 9 = _____
13) 6.4 ÷ 8 = _____
14) 2.7 ÷ 9 = _____
15) 4.2 ÷ 7 = _____
16) 2.8 ÷ 4 = _____

Division revision with remainders

17) 30 ÷ 6 = _____
18) 49 ÷ 8 = _____
19) 34 ÷ 5 = _____
20) 3 ÷ 3 = _____
21) 1 ÷ 6 = _____
22) 16 ÷ 8 = _____
23) 39 ÷ 3 = _____
24) 54 ÷ 6 = _____
25) 38 ÷ 5 = _____
26) 5 ÷ 4 = _____

Addition: Rainbow facts to 100

27) 27 + ____ = 100
28) 84 + ____ = 100
29) 67 + ____ = 100
30) 82 + ____ = 100
31) 64 + ____ = 100
32) 94 + ____ = 100
33) 56 + ____ = 100
34) 24 + ____ = 100
35) 40 + ____ = 100
36) 92 + ____ = 100

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Homework — **Multiples of 2: 1 HW**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.
e.g. 56: 6 is even so 56 is a multiple of 2.

Multiples of 4:

Even numbers that are divisible by 2 twice.
e.g. 76: half of 76 is 38, which is even, so 76 is a multiple of 4.
For numbers over 100; (the hundreds are always divisible by four) only the tens and ones need be considered.
e.g. 348: 48 is a divisible by 4, so 348 is a multiple of 4.

Cross out the numbers that are not multiples of 2.
Circle the multiples of 4.

2	5	4	8	9	11
12	16	20	24	28	34
35	47	48	67	82	93
121	160	145	500	702	800

Write the first 10 multiples

1) 4 = _____

Write the multiples of 2:

2) Start from 48

48													

3) Start from 284

								300					

Multiplication revision

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

Division revision

16) 80 ÷ 8 = _____
17) 36 ÷ 9 = _____
18) 32 ÷ 8 = _____
19) 8 ÷ 2 = _____
20) 40 ÷ 5 = _____
21) 49 ÷ 7 = _____

Addition revision

10) 6 + 4 = _____
11) 8 + 5 = _____
12) 4 + 9 = _____
13) 3 + 9 = _____
14) 4 + 4 = _____
15) 5 + 8 = _____

Subtraction revision

22) 7 – 5 = _____
23) 5 – 3 = _____
24) 10 – 3 = _____
25) 19 – 10 = _____
26) 9 – 4 = _____
27) 15 – 9 = _____

Homework **Multiples of 5 & 10: 2 HW**

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.
e.g. 40: ends in zero so 40 is a multiple of 10.

Multiples of 5:

All multiples of 5 have 0 or 5 ones.
e.g. 345: ends in 5, so 345 is a multiple of 5. 670 ends in 0 so 670 is a multiple of 5 and also a multiple of 10.

Cross out the numbers that are not multiples of 5.
Circle the multiples of 10.

5	8	9	10	15	17
24	26	40	48	49	50
65	68	70	80	85	99
100	135	146	210	245	600

Write the multiples of 5:

1) Start at 65

													130

Write the multiples of 10:

2) Start at 260

							330						

Multiplication revision

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

Division revision

11) 63 ÷ 9 = _____
12) 15 ÷ 3 = _____
13) 40 ÷ 8 = _____
14) 16 ÷ 4 = _____
15) 64 ÷ 8 = _____
16) 35 ÷ 5 = _____
17) 45 ÷ 5 = _____
18) 72 ÷ 8 = _____

Addition extension

19) 85 + 6 = _____
20) 71 + ___ = 74
21) 80 + ___ = 83
22) 66 + ___ = 69
23) ___ + 7 = 88
24) 74 + ___ = 80
25) ___ + 4 = 60
26) 82 + 5 = _____

Subtraction extension

27) 93 – 87 = _____
28) 88 – 81 = _____
29) 70 – ___ = 7
30) ___ – 48 = 2
31) ___ – 73 = 3
32) ___ – 88 = 2
33) ___ – 78 = 6
34) ___ – 67 = 0

Homework — **Multiples of 9 & 3: 3 HW**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

Cross out the numbers that are not multiples of 3. Circle the multiples of 9.

5	9	12	14	16	18
21	27	29	30	35	36
39	54	59	66	71	81
83	85	92	121	153	354

Write the multiples of 3:

1) Start at 30

							51						

Write the multiples of 9:

2) Start at 9

									90				

Addition: Rainbow facts to 100

3) 55 + ____ = 100
4) 44 + ____ = 100
5) 54 + ____ = 100
6) 36 + ____ = 100
7) 34 + ____ = 100
8) 25 + ____ = 100
9) 16 + ____ = 100
10) 57 + ____ = 100
11) 35 + ____ = 100
12) 47 + ____ = 100

Subtraction: Rainbow facts to 100

13) 100 – ____ = 14
14) 100 – ____ = 53
15) 100 – ____ = 98
16) 100 – ____ = 79
17) 100 – ____ = 74
18) 100 – ____ = 75
19) 100 – ____ = 89
20) 100 – ____ = 55
21) 100 – ____ = 68
22) 100 – ____ = 34

Division revision with remainders

23) 53 ÷ 5 = _____
24) 8 ÷ 4 = _____
25) 16 ÷ 7 = _____
26) 47 ÷ 8 = _____
27) 8 ÷ 3 = _____
28) 16 ÷ 6 = _____
29) 2 ÷ 5 = _____
30) 31 ÷ 4 = _____
31) 5 ÷ 6 = _____
32) 9 ÷ 6 = _____
33) 31 ÷ 7 = _____
34) 34 ÷ 7 = _____
35) 37 ÷ 5 = _____
36) 35 ÷ 6 = _____
37) 17 ÷ 6 = _____
38) 40 ÷ 6 = _____

Homework — Multiples of 7 & 11: 4 HW

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | **7&11** | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Write the multiples of 11:

1) Start at 33

										143			

Write the multiples of 7:

2) Start at 7

											84		

Write the multiples of 4:

3) Start at 40

									76				

Division revision with remainders

4) 12 ÷ 5 = _____
5) 32 ÷ 3 = _____
6) 32 ÷ 8 = _____
7) 28 ÷ 5 = _____
8) 10 ÷ 8 = _____
9) 23 ÷ 5 = _____
10) 31 ÷ 4 = _____
11) 40 ÷ 4 = _____
12) 2 ÷ 8 = _____
13) 20 ÷ 3 = _____
14) 18 ÷ 7 = _____
15) 11 ÷ 7 = _____
16) 3 ÷ 6 = _____
17) 85 ÷ 9 = _____
18) 27 ÷ 7 = _____
19) 65 ÷ 9 = _____
20) 32 ÷ 7 = _____
21) 32 ÷ 5 = _____
22) 73 ÷ 8 = _____
23) 38 ÷ 6 = _____

Multiplication revision

24) 4 × 5 = _____
25) 8 × 9 = _____
26) 3 × 7 = _____
27) 9 × 4 = _____
28) 9 × 5 = _____
29) 9 × 7 = _____
30) 10 × 5 = _____
31) 8 × 8 = _____
32) 4 × 7 = _____
33) 7 × 9 = _____

Division revision

44) 72 ÷ 8 = _____
45) 36 ÷ 4 = _____
46) 42 ÷ 6 = _____
47) 18 ÷ 2 = _____
48) 14 ÷ 7 = _____
49) 80 ÷ 8 = _____
50) 30 ÷ 6 = _____
51) 16 ÷ 4 = _____
52) 27 ÷ 3 = _____
53) 35 ÷ 5 = _____

Addition revision

34) 9 + 5 = _____
35) 5 + 5 = _____
36) 8 + 3 = _____
37) 9 + 9 = _____
38) 7 + 5 = _____
39) 6 + 3 = _____
40) 6 + 5 = _____
41) 5 + 3 = _____
42) 8 + 4 = _____
43) 10 + 9 = _____

Subtraction revision

54) 8 – 3 = _____
55) 3 – 2 = _____
56) 7 – 6 = _____
57) 6 – 3 = _____
58) 12 – 7 = _____
59) 15 – 7 = _____
60) 20 – 10 = _____
61) 13 – 5 = _____
62) 6 – 5 = _____
63) 14 – 9 = _____

Homework — Multiples of 6, 8 & 12: 5 HW

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | **6,8&12** | Finding Factors | LCM | GCF | Factor Trees | All

Write the multiples of 12:

1) Start at 12

		36										

Write the multiples of 6:

2) Start at

												84

Write the multiples of 8:

3) Start at 8

											104	

Addition revision

4) 9 + 7 = _____
5) 4 + 8 = _____
6) 7 + 8 = _____
7) 7 + 5 = _____
8) 4 + 5 = _____
9) 8 + 7 = _____
10) 5 + 8 = _____
11) 5 + 4 = _____

Subtraction revision

12) 10 – 1 = _____
13) 19 – 9 = _____
14) 13 – 9 = _____
15) 10 – 5 = _____
16) 8 – 2 = _____
17) 17 – 10 = _____
18) 3 – 2 = _____
19) 14 – 6 = _____

Multiplication with decimals revision

20) 6 × 0.8 = _____
21) 12 × 0.6 = _____
22) 8 × 0.1 = _____
23) 8 × 0.4 = _____
24) 6 × 0.7 = _____
25) 8 × 0.4 = _____
26) 6 × 0.9 = _____
27) 12 × 0.5 = _____

Division with remainders revision

40) 20 ÷ 6 = _____
41) 32 ÷ 6 = _____
42) 5 ÷ 6 = _____
43) 9 ÷ 6 = _____
44) 22 ÷ 8 = _____
45) 25 ÷ 8 = _____
46) 47 ÷ 6 = _____
47) 54 ÷ 8 = _____

Turn arounds

28) ___ × 6 = 12
29) 4 × 6 = _____
30) 3 × ___ = 18
31) 8 × ___ = 48
32) 0 × 6 = _____
33) ___ × 6 = 6
34) 10 × 6 = _____
35) ___ × 6 = 42
36) 6 × 6 = _____
37) 5 × ___ = 30
38) ___ × 6 = 54
39) ___ × 6 = 36

Fractions with extension

48) $\frac{1}{6}$ of 72 = _____
49) $\frac{1}{6}$ of 24 = _____
50) $\frac{1}{8}$ of 64 = _____
51) $\frac{1}{6}$ of 6 = _____
52) $\frac{1}{6}$ of 24 = _____
53) $\frac{1}{8}$ of 80 = _____
54) $\frac{1}{8}$ of 24 = _____
55) $\frac{1}{8}$ of 80 = _____
56) $\frac{1}{8}$ of 72 = _____
57) $\frac{1}{8}$ of 24 = _____

Homework — Finding Factors: 6 HW

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number. A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

1) 8 = _____
2) 44 = _____
3) 7 = _____
4) 2 = _____
5) 20 = _____
6) 75 = _____
7) 42 = _____
8) 68 = _____
9) 72 = _____
10) 90 = _____

List the factors for each of these numbers.

29) 44 = _____
30) 5 = _____
31) 11 = _____
32) 3 = _____
33) 27 = _____
34) 45 = _____
35) 28 = _____
36) 21 = _____
37) 4 = _____
38) 86 = _____
39) 40 = _____
40) 54 = _____

Addition and subtraction revision

11) 7 – 4 = _____
12) 8 + 4 = _____
13) 9 – 8 = _____
14) 7 – 7 = _____
15) 10 + 9 = _____
16) 10 – 4 = _____
17) 3 + 4 = _____
18) 10 + 8 = _____
19) 7 + 5 = _____
20) 7 – 3 = _____
21) 3 – 3 = _____
22) 5 + 3 = _____
23) 9 + 4 = _____
24) 4 + 3 = _____
25) 6 – 4 = _____
26) 4 + 5 = _____
27) 7 + 4 = _____
28) 4 – 4 = _____

Multiplication and division revision

41) 10 × 4 = _____
42) 9 ÷ 3 = _____
43) 63 ÷ 7 = _____
44) 3 × 6 = _____
45) 36 ÷ 9 = _____
46) 56 ÷ 8 = _____
47) 5 × 2 = _____
48) 18 ÷ 2 = _____
49) 4 × 3 = _____
50) 42 ÷ 7 = _____
51) 6 × 7 = _____
52) 18 ÷ 3 = _____
53) 3 × 8 = _____
54) 20 ÷ 4 = _____
55) 21 ÷ 7 = _____
56) 9 × 7 = _____
57) 8 ÷ 2 = _____
58) 4 × 7 = _____

Homework — **Lowest Common Multiple: 7 HW**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 8, 10 _____ ___

2) 10, 5 _____ ___

3) 4, 5 _____ ___

4) 4, 3 _____ ___

5) 6, 8 _____ ___

6) 4, 12 _____ ___

7) 6, 10 _____ ___

8) 9, 12 _____ ___

9) 2, 12 _____ ___

10) 8, 5 _____ ___

Multiplication revision

11) 5 × 9 = _____
12) 9 × 7 = _____
13) 6 × 5 = _____
14) 4 × 8 = _____
15) 4 × 6 = _____
16) 5 × 7 = _____
17) 9 × 8 = _____
18) 4 × 4 = _____
19) 5 × 5 = _____
20) 10 × 8 = _____

Division revision

21) 40 ÷ 4 = _____
22) 16 ÷ 2 = _____
23) 12 ÷ 6 = _____
24) 50 ÷ 5 = _____
25) 80 ÷ 8 = _____
26) 45 ÷ 9 = _____
27) 60 ÷ 6 = _____
28) 56 ÷ 7 = _____
29) 8 ÷ 2 = _____
30) 8 ÷ 4 = _____

Division revision with remainders

31) 31 ÷ 7 = _____
32) 18 ÷ 6 = _____
33) 23 ÷ 5 = _____
34) 51 ÷ 5 = _____
35) 13 ÷ 2 = _____
36) 42 ÷ 6 = _____
37) 26 ÷ 7 = _____
38) 29 ÷ 7 = _____
39) 12 ÷ 3 = _____
40) 40 ÷ 4 = _____
41) 33 ÷ 5 = _____
42) 5 ÷ 3 = _____
43) 21 ÷ 3 = _____
44) 31 ÷ 5 = _____
45) 44 ÷ 6 = _____
46) 27 ÷ 3 = _____
47) 14 ÷ 9 = _____
48) 29 ÷ 3 = _____
49) 9 ÷ 5 = _____
50) 22 ÷ 5 = _____

Homework — **Greatest Common Factor: 8 HW**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
e.g. 12 2, 3, 4, 6, 12
6 2, 3, 6
Write all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 44 _____ ___
55 _____

2) 45 _____ ___
81 _____

3) 40 _____ ___
60 _____

4) 70 _____ ___
35 _____

5) 42 _____ ___
7 _____

6) 60 _____ ___
24 _____

7) 55 _____ ___
88 _____

8) 15 _____ ___
18 _____

9) 65 _____ ___
35 _____

10) 33 _____ ___
90 _____

Multiplication revision

11) 8 × 7 = _____ 16) 6 × 9 = _____
12) 8 × 9 = _____ 17) 8 × 4 = _____
13) 5 × 6 = _____ 18) 10 × 4 = _____
14) 4 × 3 = _____ 19) 7 × 4 = _____
15) 8 × 8 = _____ 20) 6 × 8 = _____

Division revision

21) 9 ÷ 3 = _____ 26) 16 ÷ 2 = _____
22) 36 ÷ 4 = _____ 27) 81 ÷ 9 = _____
23) 21 ÷ 7 = _____ 28) 36 ÷ 6 = _____
24) 8 ÷ 4 = _____ 29) 18 ÷ 2 = _____
25) 70 ÷ 7 = _____ 30) 10 ÷ 2 = _____

Addition extension

31) 41 + 8 = _____ 36) 51 + 9 = _____
32) 81 + 8 = _____ 37) 63 + 8 = _____
33) 37 + 8 = _____ 38) 32 + 8 = _____
34) 34 + 8 = _____ 39) 31 + 9 = _____
35) 60 + 8 = _____ 40) 43 + 8 = _____

Subtraction extension

41) 71 – 6 = _____ 46) 36 – 4 = _____
42) 88 – 2 = _____ 47) 41 – 3 = _____
43) 74 – 3 = _____ 48) 24 – 7 = _____
44) 39 – 5 = _____ 49) 37 – 8 = _____
45) 39 – 4 = _____ 50) 65 – 7 = _____

Homework — Factor Trees: 9 HW

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | **Factor Trees** | All

Draw the factor trees.

70

40

70 = _____

40 = _____

Find the lowest common multiple.

1) 6, 9 _____ ___

2) 12, 8 _____ ___

3) 5, 7 _____ ___

4) 8, 4 _____ ___

5) 12, 2 _____ ___

Find the greatest common factor.

6) 60, 20 _____ ___

7) 78, 14 _____ ___

8) 28, 63 _____ ___

9) 70, 35 _____ ___

10) 36, 27 _____ ___

Multiplication

11) 4 × 4 = _____
12) 8 × 5 = _____
13) 6 × 8 = _____
14) 3 × 9 = _____
15) 10 × 7 = _____
16) 6 × 7 = _____
17) 6 × 5 = _____
18) 8 × 2 = _____
19) 10 × 3 = _____
20) 3 × 4 = _____
21) 10 × 5 = _____
22) 3 × 5 = _____

Division

23) 63 ÷ 7 = _____
24) 56 ÷ 8 = _____
25) 42 ÷ 7 = _____
26) 36 ÷ 4 = _____
27) 28 ÷ 4 = _____
28) 35 ÷ 5 = _____
29) 16 ÷ 4 = _____
30) 40 ÷ 8 = _____
31) 49 ÷ 7 = _____
32) 12 ÷ 4 = _____
33) 40 ÷ 5 = _____
34) 18 ÷ 6 = _____

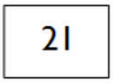
Homework — **Revision: 10 HW**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Draw the factor trees

60



60 = _____

21 = _____

Find the lowest common multiple.

1) 12 _____ ___
   9 _____

2) 12 _____ ___
   3 _____

3) 10 _____ ___
   4 _____

4) 6 _____ ___
   12 _____

5) 6 _____ ___
   9 _____

Find the greatest common factor.

6) 49 _____ __
   56 _____

7) 63 _____ __
   56 _____

8) 10 _____ __
   45 _____

9) 25 _____ __
   60 _____

10) 54 _____ __
    70 _____

Multiplication

11) 10 × 8 = _____
12) 9 × 4 = _____
13) 7 × 8 = _____
14) 5 × 3 = _____
15) 8 × 5 = _____
16) 3 × 6 = _____
17) 4 × 5 = _____
18) 9 × 6 = _____
19) 3 × 3 = _____
20) 9 × 9 = _____
21) 9 × 8 = _____
22) 8 × 7 = _____

Division

23) 15 ÷ 5 = _____
24) 21 ÷ 7 = _____
25) 63 ÷ 7 = _____
26) 36 ÷ 6 = _____
27) 45 ÷ 9 = _____
28) 56 ÷ 7 = _____
29) 63 ÷ 9 = _____
30) 30 ÷ 5 = _____
31) 35 ÷ 5 = _____
32) 49 ÷ 7 = _____
33) 28 ÷ 7 = _____
34) 42 ÷ 7 = _____

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.

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.
e.g. 56: 6 is even so 56 is a multiple of 2.

Cross out the numbers that are not multiples of 2 (the odd numbers)

2	4	~~5~~	~~7~~	8	10
12	~~15~~	18	22	26	30
~~37~~	40	42	50	~~55~~	58
100	~~103~~	110	~~113~~	174	500

Write the first 10 multiples

1) 2 = 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Write the multiples of 2:

2) Start from 32

32	34	36	38	40	42	44	46	48	50	52	54	56	58

3) Start from 154

154	156	158	160	162	164	166	168	170	172	174	176	178	180

Multiplication revision

4) 10 × 7 = 70
5) 10 × 6 = 60
6) 7 × 4 = 28
7) 7 × 7 = 49
8) 7 × 9 = 63
9) 8 × 6 = 48
10) 8 × 2 = 16
11) 4 × 5 = 20

Division revision

22) 30 ÷ 5 = 6
23) 18 ÷ 6 = 3
24) 72 ÷ 9 = 8
25) 35 ÷ 7 = 5
26) 10 ÷ 5 = 2
27) 42 ÷ 6 = 7
28) 30 ÷ 3 = 10
29) 56 ÷ 7 = 8

Addition revision

12) 6 + 7 = 13
13) 8 + 5 = 13
14) 5 + 9 = 14
15) 7 + 3 = 10
16) 3 + 5 = 8
17) 4 + 7 = 11
18) 10 + 7 = 17
19) 4 + 8 = 12
20) 5 + 7 = 12
21) 7 + 9 = 16

Subtraction revision

30) 19 – 9 = 10
31) 15 – 9 = 6
32) 6 – 2 = 4
33) 14 – 6 = 8
34) 16 – 9 = 7
35) 7 – 3 = 4
36) 8 – 3 = 5
37) 8 – 2 = 6
38) 4 – 3 = 1
39) 17 – 8 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 2: 1 [B]**

PROFESSOR PETE'S CLASSROOM

Cross out the numbers that are not multiples of 2 (the odd numbers)

~~3~~	~~5~~	6	8	~~9~~	10
~~11~~	~~13~~	16	20	24	~~31~~
34	36	40	52	56	70
102	~~107~~	112	118	~~249~~	300

Write the multiples of 2:

1) Start from 62

46	48	50	52	54	56	58	60	62	64	66	68	70	72

2) Start from 196

196	198	200	202	204	206	208	210	212	214	216	218	220	222

Doubling 2-digit Numbers

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 2-digit numbers

3) 24 × 2 = 48	8) 17 × 2 = 34	13) 29 × 2 = 58	18) 25 × 2 = 50
4) 18 × 2 = 36	9) 21 × 2 = 42	14) 18 × 2 = 36	19) 44 × 2 = 88
5) 37 × 2 = 74	10) 38 × 2 = 76	15) 37 × 2 = 74	20) 15 × 2 = 30
6) 42 × 2 = 84	11) 20 × 2 = 40	16) 12 × 2 = 24	21) 28 × 2 = 56
7) 15 × 2 = 30	12) 46 × 2 = 92	17) 31 × 2 = 62	22) 21 × 2 = 42

Addition: Rainbow facts to 100

23) 37 + 63 = 100	28) 83 + 17 = 100
24) 85 + 15 = 100	29) 76 + 24 = 100
25) 82 + 18 = 100	30) 79 + 21 = 100
26) 94 + 6 = 100	31) 78 + 22 = 100
27) 73 + 27 = 100	32) 41 + 59 = 100

Subtraction: Rainbow facts to 100

33) 100 – 67 = 33	38) 100 – 11 = 89
34) 100 – 37 = 63	39) 100 – 35 = 65
35) 100 – 73 = 27	40) 100 – 22 = 78
36) 100 – 42 = 58	41) 100 – 19 = 81
37) 100 – 80 = 20	42) 100 – 54 = 46

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 2 & 4: 1 [C]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.

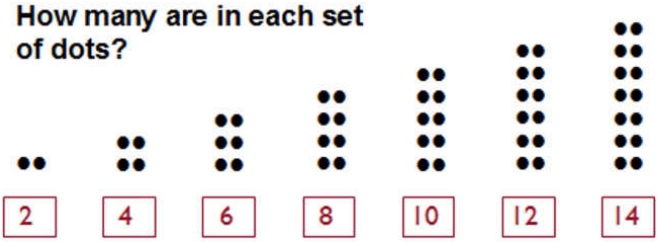
Multiples of 4:

Even numbers that are divisible by 2 twice.
e.g. 76: half of 76 is 38, which is even, so 76 is a multiple of 4.
For numbers over 100; (the hundreds are always divisible by four) only the tens and ones need be considered.
e.g. 348: 48 is a divisible by 4, so 348 is a multiple of 4.

Cross our the numbers that are not multiples of 2.
Circle the multiples of 4.

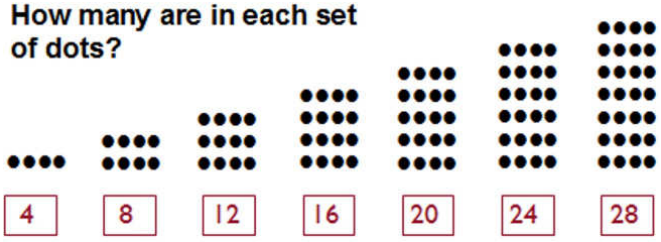
2	~~3~~	(4)	6	~~9~~	10
~~15~~	18	(20)	~~25~~	~~29~~	30
~~39~~	42	(44)	(64)	90	~~91~~
(120)	~~141~~	(160)	(400)	402	(500)

How many are in each set of dots?



2 4 6 8 10 12 14

How many are in each set of dots?



4 8 12 16 20 24 28

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 72: half 6 (tens) + half 12 (ones) = 3 tens + 6 ones = 36.
Circle any with even answers. These numbers are multiples of 4.

E.g. (72) ÷ 2 = 36, 36 is even so 72 is a multiple of 4. Circle it.

Halving 2-digit numbers

1) 86 ÷ 2 = 43
2) 78 ÷ 2 = 39
3) (68) ÷ 2 = 34
4) (88) ÷ 2 = 44
5) (56) ÷ 2 = 28
6) (48) ÷ 2 = 24
7) (64) ÷ 2 = 32
8) (64) ÷ 2 = 32
9) 66 ÷ 2 = 33
10) 34 ÷ 2 = 17
11) (52) ÷ 2 = 26
12) (60) ÷ 2 = 30
13) 78 ÷ 2 = 39
14) (44) ÷ 2 = 22
15) (40) ÷ 2 = 20
16) (80) ÷ 2 = 40
17) 62 ÷ 2 = 31
18) 38 ÷ 2 = 19
19) 10 ÷ 2 = 5
20) (36) ÷ 2 = 18

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 2 & 4: 1 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: end with 2, 4, 6, 8 or 0 ones.

Multiples of 4:

Even numbers that are divisible by 2 twice.
Number over 100: if the tens and ones are divisible by 4 the whole number is a multiple of 4.

Circle numbers that are multiples of 2.
Draw a square around the multiples of 4.

1	(2)	3	[4]	5	(6)	7	[8]	9	(10)
11	[12]	13	(14)	15	[16]	17	(18)	19	[20]
21	(22)	23	[24]	25	(26)	27	[28]	29	(30)
31	[32]	33	(34)	35	[36]	37	(38)	39	[40]
41	(42)	43	[44]	45	(46)	47	[48]	49	(50)
51	[52]	53	(54)	55	[56]	57	(58)	59	[60]
61	(62)	63	[64]	65	(66)	67	[68]	69	(70)
71	[72]	73	(74)	75	[76]	77	(78)	79	[80]
81	(82)	83	[84]	85	(86)	87	[88]	89	(90)
91	[92]	93	(94)	95	[96]	97	(98)	99	[100]

Write the multiples of 4:

1) Start at 4

4	8	12	16	20	24	28	32	36	40	44	48	52	56

2) Start at 92

92	96	100	104	108	112	116	120	124	128	132	136	140	144

Halving 2-digit numbers. Cirlce those that are multiples of 4.

3) (76) ÷ 2 = 38
4) (56) ÷ 2 = 28
5) (68) ÷ 2 = 34
6) 46 ÷ 2 = 23
7) (72) ÷ 2 = 36
8) (52) ÷ 2 = 26
9) (48) ÷ 2 = 24
10) 82 ÷ 2 = 41
11) 38 ÷ 2 = 19

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Name: **Multiples of 5 & 10: 2 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.
e.g. 40: ends in zero so 40 is a multiple of 10.

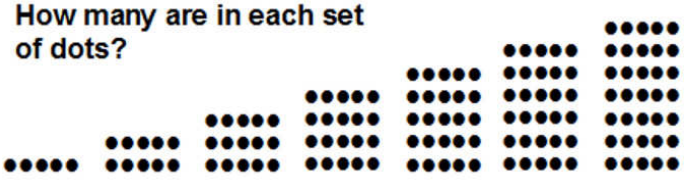
Multiples of 5:

All multiples of 5 have 0 or 5 ones.
e.g. 345: ends in 5, so 345 is a multiple of 5. 670 ends in 0 so 670 is a multiple of 5 and also a multiple of 10.

Cross our the numbers that are not multiples of 5.
Circle the multiples of 10.

~~3~~	5	~~7~~	(10)	~~12~~	15
~~22~~	25	(30)	~~36~~	~~37~~	(40)
45	~~51~~	(60)	(90)	95	~~96~~
105	115	~~166~~	(200)	225	(500)

How many are in each set of dots?



5 | 10 | 15 | 20 | 25 | 30 | 35

How many are in each set of dots?

10 | 20 | 30 | 40 | 50

Multiplication revision

1) 9 × 8 = 72
2) 3 × 3 = 9
3) 10 × 5 = 50
4) 5 × 9 = 45
5) 6 × 2 = 12
6) 5 × 5 = 25
7) 8 × 5 = 40
8) 7 × 4 = 28
9) 6 × 5 = 30
10) 3 × 7 = 21

Division revision

11) 54 ÷ 9 = 6
12) 63 ÷ 9 = 7
13) 36 ÷ 6 = 6
14) 6 ÷ 3 = 2
15) 36 ÷ 4 = 9
16) 20 ÷ 2 = 10
17) 32 ÷ 4 = 8
18) 30 ÷ 5 = 6
19) 28 ÷ 4 = 7
20) 48 ÷ 8 = 6

Addition extension

21) 42 + 3 = 45
22) 39 + 4 = 43
23) 60 + 4 = 64
24) 58 + 3 = 61
25) 86 + 4 = 90
26) 85 + 2 = 87
27) 26 + 3 = 29
28) 48 + 7 = 55
29) 50 + 3 = 53
30) 62 + 2 = 64

Subtraction extension

31) 68 – 64 = 4
32) 79 – 70 = 9
33) 72 – 65 = 7
34) 43 – 37 = 6
35) 38 – 29 = 9
36) 95 – 86 = 9
37) 82 – 79 = 3
38) 48 – 45 = 3
39) 82 – 80 = 2
40) 22 – 14 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 5 & 10: 2 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.

Multiples of 5:

All multiples of 5 have 0 or 5 ones.

Circle numbers that are multiples of 5.
Draw a square around the multiples of 10.

1	2	3	4	(5)	6	7	8	9	[10]
11	12	13	14	(15)	16	17	18	19	[20]
21	22	23	24	(25)	26	27	28	29	[30]
31	32	33	34	(35)	36	37	38	39	[40]
41	42	43	44	(45)	46	47	48	49	[50]
51	52	53	54	(55)	56	57	58	59	[60]
61	62	63	64	(65)	66	67	68	69	[70]
71	72	73	74	(75)	76	77	78	79	[80]
81	82	83	84	(85)	86	87	88	89	[90]
91	92	93	94	(95)	96	97	98	99	[100]

Write the first 10 multiples of each.

1) 2 = 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

2) 4 = 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Multiplication with decimals revision

3) 8 × 0.8 = 6.4
4) 5 × 0.8 = 4.0
5) 9 × 0.7 = 6.3
6) 7 × 0.6 = 4.2
7) 9 × 0.5 = 4.5
8) 8 × 0.4 = 3.2
9) 7 × 0.4 = 2.8
10) 8 × 0.3 = 2.4
11) 6 × 0.2 = 1.2
12) 6 × 0.7 = 4.2
13) 8 × 0.2 = 1.6
14) 7 × 0.3 = 2.1

Division with decimals revision

15) 1.8 ÷ 9 = 0.2
16) 6.4 ÷ 8 = 0.8
17) 3.5 ÷ 7 = 0.5
18) 4.5 ÷ 5 = 0.9
19) 6.3 ÷ 7 = 0.9
20) 5.4 ÷ 6 = 0.9
21) 2.0 ÷ 4 = 0.5
22) 2 ÷ 4 = 0.5
23) 1.4 ÷ 7 = 0.2
24) 4.6 ÷ 8 = 0.575
25) 1.8 ÷ 9 = 0.2
26) 5.6 ÷ 8 = 0.7

This worksheet is part of the Professor Pete's Classroom eBook "Bring It On! Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 5 & 10: 2 [C]**

PROFESSOR PETE'S CLASSROOM

Cross our the numbers that are not multiples of 5.
Circle the multiples of 10.

5	~~6~~	~~9~~	15	~~17~~	(20)
25	35	45	(50)	~~66~~	(70)
~~72~~	75	(80)	~~82~~	85	(90)
(100)	(110)	~~123~~	(220)	(250)	(330)

Write the multiples of 5:

1) Start at 5

5	10	15	20	25	30	35	40	45	50	55	60	65	70

2) Start at 70

70	75	80	85	90	95	100	105	110	115	120	125	130	135

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, 36 x 5: 36 x 10 = 360. Half of 360 = 180 36 x 5 = 180

2-digit numbers x 5

3) 48 × 10 = 480
4) 48 × 5 = 240
5) 43 × 10 = 430
6) 43 × 5 = 215
7) 90 × 5 = 450
8) 58 × 10 = 580
9) 58 × 5 = 290
10) 26 × 5 = 130
11) 46 × 5 = 230
12) 94 × 5 = 470
13) 32 × 5 = 160
14) 52 × 5 = 260
15) 72 × 5 = 360
16) 41 × 5 = 205
17) 23 × 5 = 115
18) 35 × 5 = 175
19) 30 × 5 = 150
20) 92 × 5 = 460
21) 64 × 5 = 320
22) 24 × 5 = 120

Multiplication revision

23) 9 × 8 = 72
24) 3 × 3 = 9
25) 10 × 5 = 50
26) 5 × 9 = 45
27) 6 × 2 = 12
28) 5 × 5 = 25
29) 8 × 5 = 40
30) 7 × 4 = 28
31) 6 × 5 = 30
32) 3 × 7 = 21

Division revision

33) 54 ÷ 9 = 6
34) 63 ÷ 9 = 7
35) 36 ÷ 6 = 6
36) 6 ÷ 3 = 2
37) 36 ÷ 4 = 9
38) 20 ÷ 2 = 10
39) 32 ÷ 4 = 8
40) 30 ÷ 5 = 6
41) 28 ÷ 4 = 7
42) 48 ÷ 8 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 5 & 10: 2 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	[5&10]	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Write the multiples of 5:

1) Count by 5 from 55 to 120

55	60	65	70	75	80	85	90	95	100	105	110	115	120

2) Count by 5 from 250 to 315

250	255	260	265	270	275	280	285	290	295	300	305	310	315

Write the multiples of 10:

3) Start at 150

150	160	170	180	190	200	210	220	230	240	250	260	270	280

Doubling 2-digit numbers

4) 41 × 2 = 82	9) 31 × 2 = 62	14) 42 × 2 = 84	19) 25 × 2 = 50
5) 33 × 2 = 66	10) 43 × 2 = 86	15) 37 × 2 = 74	20) 27 × 2 = 54
6) 38 × 2 = 76	11) 34 × 2 = 68	16) 40 × 2 = 80	21) 28 × 2 = 56
7) 30 × 2 = 60	12) 24 × 2 = 48	17) 32 × 2 = 64	22) 29 × 2 = 58
8) 35 × 2 = 70	13) 26 × 2 = 52	18) 22 × 2 = 44	23) 36 × 2 = 72

Multiplication revision

24) 9 × 8 = 72	29) 5 × 5 = 25
25) 3 × 3 = 9	30) 8 × 5 = 40
26) 10 × 5 = 50	31) 7 × 4 = 28
27) 5 × 9 = 45	32) 6 × 5 = 30
28) 6 × 2 = 12	33) 3 × 7 = 21

Division revision

34) 54 ÷ 9 = 6	39) 20 ÷ 2 = 10
35) 63 ÷ 9 = 7	40) 32 ÷ 4 = 8
36) 36 ÷ 6 = 6	41) 30 ÷ 5 = 6
37) 6 ÷ 3 = 2	42) 28 ÷ 4 = 7
38) 36 ÷ 4 = 9	43) 48 ÷ 8 = 6

Addition: Rainbow facts to 100

44) 53 + 47 = 100	48) 60 + 40 = 100
45) 35 + 65 = 100	49) 81 + 19 = 100
46) 90 + 10 = 100	50) 97 + 3 = 100
47) 64 + 36 = 100	51) 13 + 87 = 100

Subtraction: Rainbow facts to 100

52) 100 – 7 = 93	56) 100 – 8 = 92
53) 100 – 6 = 94	57) 100 – 15 = 85
54) 100 – 46 = 54	58) 100 – 59 = 41
55) 100 – 5 = 95	59) 100 – 2 = 98

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Name: **Multiples of 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.
e.g. 27: (2+7=9) 9 is a multiple of 3, so 27 is a multiple of 3.
156: (1+5+6=12) 12 is a multiple of 3, so 156 is a multiple of 3.

Cross out the numbers that are not multiples of 3.

3	~~5~~	6	~~8~~	9	~~10~~
~~11~~	12	~~16~~	18	24	30
~~32~~	36	42	54	~~56~~	~~73~~
102	~~106~~	111	114	~~245~~	~~304~~

Write the multiples of 3:

1) Start at 3

3	6	9	12	15	18	21	24	27	30	33	36	39	42

2) Start at 42

42	45	48	51	54	57	60	63	66	69	72	75	78	81

Multiplication revision

3) 10 × 8 = 80
4) 5 × 8 = 40
5) 4 × 2 = 8
6) 7 × 5 = 35
7) 10 × 3 = 30
8) 4 × 9 = 36
9) 4 × 5 = 20
10) 3 × 6 = 18
11) 7 × 4 = 28
12) 7 × 8 = 56
13) 7 × 6 = 42
14) 5 × 3 = 15

Division revision

25) 27 ÷ 9 = 3
26) 18 ÷ 6 = 3
27) 32 ÷ 8 = 4
28) 16 ÷ 2 = 8
29) 36 ÷ 4 = 9
30) 64 ÷ 8 = 8
31) 56 ÷ 8 = 7
32) 8 ÷ 2 = 4
33) 4 ÷ 2 = 2
34) 16 ÷ 8 = 2
35) 35 ÷ 5 = 7
36) 12 ÷ 3 = 4

Addition revision

15) 10 + 3 = 13
16) 10 + 5 = 15
17) 3 + 9 = 12
18) 4 + 9 = 13
19) 9 + 3 = 12
20) 8 + 8 = 16
21) 7 + 3 = 10
22) 3 + 7 = 10
23) 7 + 5 = 12
24) 4 + 7 = 11

Subtraction revision

37) 3 – 2 = 1
38) 6 – 4 = 2
39) 14 – 7 = 7
40) 5 – 3 = 2
41) 17 – 8 = 9
42) 19 – 9 = 10
43) 15 – 8 = 7
44) 16 – 9 = 7
45) 12 – 8 = 4
46) 11 – 6 = 5

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Name: **Multiples of 3: 3 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Cross out the numbers that are not multiples of 3.

~~2~~	3	~~5~~	6	9	12
~~13~~	~~14~~	15	18	21	~~22~~
~~25~~	30	~~41~~	48	51	~~68~~
~~121~~	123	~~145~~	153	270	321

Write the first 10 multiples

1) 3 = 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

2) 4 = 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

3) 2 = 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Division revision with remainders

4) 44 ÷ 9 = 4 R8
5) 49 ÷ 9 = 5 R4
6) 3 ÷ 5 = 0 R3
7) 8 ÷ 2 = 4 R0
8) 11 ÷ 5 = 2 R1
9) 25 ÷ 3 = 8 R1
10) 7 ÷ 3 = 2 R1
11) 14 ÷ 5 = 2 R4
12) 10 ÷ 7 = 1 R3
13) 47 ÷ 9 = 5 R2
14) 35 ÷ 5 = 7 R0
15) 1 ÷ 8 = 0 R1
16) 12 ÷ 8 = 1 R4
17) 17 ÷ 8 = 2 R1
18) 37 ÷ 3 = 12 R1
19) 68 ÷ 8 = 8 R4
20) 45 ÷ 7 = 6 R3
21) 12 ÷ 6 = 2 R0
22) 31 ÷ 4 = 7 R3
23) 19 ÷ 3 = 6 R1

Addition: Rainbow facts to 100

24) 67 + 33 = 100
25) 4 + 96 = 100
26) 60 + 40 = 100
27) 53 + 47 = 100
28) 44 + 56 = 100
29) 34 + 66 = 100
30) 35 + 65 = 100
31) 19 + 81 = 100
32) 58 + 42 = 100
33) 57 + 43 = 100
34) 52 + 48 = 100
35) 45 + 55 = 100

Subtraction: Rainbow facts to 100

36) 100 – 94 = 6
37) 100 – 64 = 36
38) 100 – 51 = 49
39) 100 – 87 = 13
40) 100 – 63 = 37
41) 100 – 17 = 83
42) 100 – 5 = 95
43) 100 – 77 = 23
44) 100 – 89 = 11
45) 100 – 73 = 27
46) 100 – 65 = 35
47) 100 – 42 = 58

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Name: **Multiples of 9 & 3: 3 [C]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

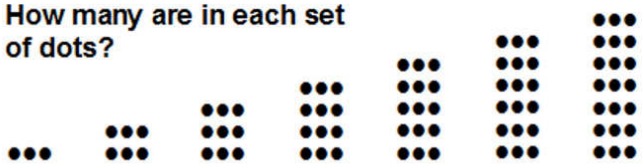
Cross out the numbers that are not multiples of 9

~~8~~	9	~~10~~	~~11~~	~~15~~	18
~~19~~	~~21~~	27	~~33~~	~~34~~	36
~~39~~	~~42~~	45	~~48~~	~~51~~	54
~~59~~	63	72	~~118~~	~~249~~	342

How many are in each set of dots?

9 | 18 | 27 | 36 | 45

How many are in each set of dots?



3 | 6 | 9 | 12 | 15 | 18 | 21

Write the multiples of 9:

1) Start at 9

9	18	27	36	45	54	63	72	81	90	99	108	117	126

Write the multiples of 3:

2) Start at 9

9	12	15	18	21	24	27	30	33	36	39	42	45	48

Division revision with remainders

3)	25 ÷ 3 = 8 R1	8)	45 ÷ 6 = 7 R3	13)	35 ÷ 8 = 4 R3	18)	22 ÷ 3 = 7 R1
4)	21 ÷ 3 = 7 R0	9)	32 ÷ 4 = 8 R0	14)	35 ÷ 4 = 8 R3	19)	73 ÷ 9 = 8 R1
5)	12 ÷ 8 = 1 R4	10)	28 ÷ 9 = 3 R1	15)	66 ÷ 8 = 8 R2	20)	38 ÷ 4 = 9 R2
6)	17 ÷ 2 = 8 R1	11)	16 ÷ 5 = 3 R1	16)	32 ÷ 7 = 4 R4	21)	9 ÷ 4 = 2 R1
7)	3 ÷ 4 = 0 R3	12)	27 ÷ 6 = 4 R3	17)	43 ÷ 7 = 6 R1	22)	6 ÷ 2 = 3 R0

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Name: **Multiples of 9 & 3: 3 [D]**

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

Cross out the numbers that are not multiples of 9

~~6~~	9	~~11~~	~~12~~	~~16~~	18
~~20~~	~~24~~	27	36	~~38~~	45
~~52~~	54	~~62~~	63	~~70~~	72
81	~~95~~	99	126	252	891

Write the first 10 multiples

1) 9 = 9, 18, 27, 36, 45, 54, 63, 72, 81, 90

2) 3 = 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

3) 2 = 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

4) 4 = 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Division revision with remainders

5) 12 ÷ 4 = 3 R0
6) 36 ÷ 8 = 4 R4
7) 25 ÷ 3 = 8 R1
8) 24 ÷ 3 = 8 R0
9) 47 ÷ 6 = 7 R5
10) 10 ÷ 6 = 1 R4
11) 34 ÷ 5 = 6 R4
12) 28 ÷ 8 = 3 R4
13) 33 ÷ 9 = 3 R6
14) 27 ÷ 3 = 9 R0
15) 35 ÷ 8 = 4 R3
16) 35 ÷ 4 = 8 R3
17) 66 ÷ 8 = 8 R2
18) 58 ÷ 7 = 8 R2
19) 43 ÷ 7 = 6 R1
20) 57 ÷ 9 = 6 R3
21) 73 ÷ 9 = 8 R1
22) 38 ÷ 4 = 9 R2
23) 9 ÷ 4 = 2 R1
24) 6 ÷ 2 = 3 R0

Addition revision

25) 7 + 4 = 11
26) 8 + 9 = 17
27) 6 + 9 = 15
28) 6 + 5 = 11
29) 9 + 4 = 13
30) 3 + 7 = 10

Subtraction revision

31) 8 – 4 = 4
32) 9 – 8 = 1
33) 12 – 10 = 2
34) 19 – 9 = 10
35) 18 – 10 = 8
36) 17 – 9 = 8

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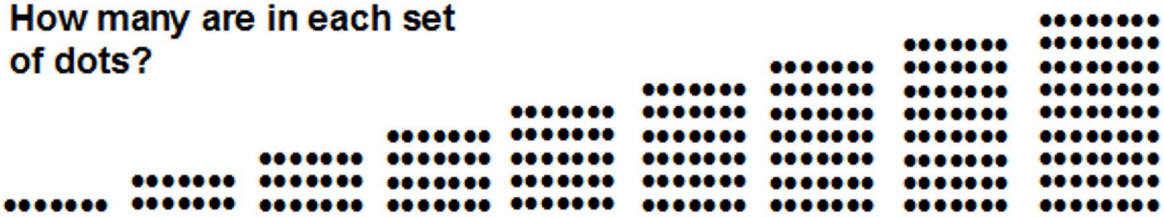
Name: **Multiples of 7: 4 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 7:

There is no rule for multiples of 7. Up to 77, recall the x7 number facts. For numbers above 77, divide by 7 to see if there is a remainder.
E.g. 63 is a multiple of 7 (7x9). 74 divided by 7 leaves a remainder of 4, so 74 is not a multiple of 7.

How many are in each set of dots?



7	14	21	28	35	42	49	56	63

x7 number facts up to 84 (x12)

1) 1 × 7 = 7
2) 2 × 7 = 14
3) 3 × 7 = 21
4) 4 × 7 = 28
5) 5 × 7 = 35
6) 6 × 7 = 42
7) 7 × 7 = 49
8) 8 × 7 = 56
9) 9 × 7 = 63
10) 10 × 7 = 70
11) 11 × 7 = 77
12) 12 × 7 = 84

Division revision with remainders

13) 1 ÷ 7 = 0 R1
14) 15 ÷ 7 = 2 R1
15) 31 ÷ 7 = 4 R3
16) 30 ÷ 7 = 4 R2
17) 27 ÷ 7 = 3 R6
18) 53 ÷ 7 = 7 R4
19) 23 ÷ 7 = 3 R2
20) 22 ÷ 7 = 3 R1
21) 32 ÷ 7 = 4 R4
22) 9 ÷ 7 = 1 R2
23) 34 ÷ 7 = 4 R6
24) 51 ÷ 7 = 7 R2

Write the multiples of 7:

25) Start at 7

7	14	21	28	35	42	49	56	63	70	77	84	91	98

Write the multiples of 5:

26) Start at 55

55	60	65	70	75	80	85	90	95	100	105	110	115	120

Addition revision

27) 8 + 5 = 13
28) 8 + 4 = 12
29) 7 + 8 = 15
30) 7 + 5 = 12
31) 5 + 8 = 13
32) 6 + 9 = 15
33) 9 + 5 = 14
34) 3 + 4 = 7

Subtraction revision

35) 7 – 5 = 2
36) 4 – 3 = 1
37) 19 – 10 = 9
38) 11 – 7 = 4
39) 4 – 2 = 2
40) 18 – 10 = 8
41) 6 – 3 = 3
42) 13 – 8 = 5

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Name: **Multiples of 7: 4 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 7:

There is no rule for multiples of 7. Up to 77, recall the x7 number facts. For numbers above 77, divide by 7 to see if there is a remainder. / e.g., 63 is a multiple of 7 (7x9). 74 divided by 7 leaves a remainder of 4, so 74 is not a multiple of 7.

Cross out the numbers that are not multiples of 7

7	14	~~17~~	21	~~27~~	28
35	~~37~~	42	~~45~~	~~48~~	49
~~52~~	56	~~57~~	63	~~67~~	~~71~~

x7 number facts up to 84 (x12)

1) 1 × 7 = 7
2) 2 × 7 = 14
3) 3 × 7 = 21
4) 4 × 7 = 28
5) 5 × 7 = 35
6) 6 × 7 = 42
7) 7 × 7 = 49
8) 8 × 7 = 56
9) 9 × 7 = 63
10) 10 × 7 = 70
11) 11 × 7 = 77
12) 12 × 7 = 84

Division revision with remainders

13) 1 ÷ 7 = 0 R1
14) 15 ÷ 7 = 2 R1
15) 31 ÷ 7 = 4 R3
16) 30 ÷ 7 = 4 R2
17) 27 ÷ 7 = 3 R6
18) 53 ÷ 7 = 7 R4
19) 23 ÷ 7 = 3 R2
20) 22 ÷ 7 = 3 R1
21) 32 ÷ 7 = 4 R4
22) 9 ÷ 7 = 1 R2
23) 34 ÷ 7 = 4 R6
24) 51 ÷ 7 = 7 R2

Write the multiples of 7:

25) Start at 14

14	21	28	35	42	49	56	63	70	77	84	91	98	105

Write the multiples of 3:

26) Start at 3

3	6	9	12	15	18	21	24	27	30	33	36	39	42

Addition extension

27) 82 + 3 = 85
28) 80 + 5 = 85
29) 24 + 7 = 31
30) 40 + 8 = 48
31) 24 + 6 = 30
32) 77 + 2 = 79
33) 77 + 3 = 80
34) 33 + 7 = 40
35) 35 + 6 = 41
36) 42 + 3 = 45

Subtraction extension

37) 35 – 6 = 29
38) 51 – 2 = 49
39) 32 – 1 = 31
40) 96 – 6 = 90
41) 25 – 8 = 17
42) 85 – 9 = 76
43) 69 – 4 = 65
44) 31 – 4 = 27
45) 84 – 4 = 80
46) 42 – 2 = 40

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Name: **Multiples of 11: 4 [C]**

PROFESSOR PETE'S CLASSROOM

Multiples of 11:

2 digit: ones and tens digits are the same. For example, 55 is a multiple of 11.
3 digit: tens digit is the sum of the ones and hundreds.
e.g. 165 1+5=6 so 165 is a multiple of 11.
N.B. This rule only works when the sum of the hundreds and the ones is less than 10.

How many are in each set of dots?

11 | 22 | 33 | 44 | 55 | 66

Try working out these 3 digit numbers:

352 check 3 5 2 (3 + 2 = 5) so 352 is a multiple of 11

Circle the multiples of 11.

462 4 + 2 = 6 | 693 6 + 3 = 9
297 2 + 7 = 9 | 523 5 + 3 = 8
384 3 + 4 = 7 | 791 7 + 1 = 8

Cross out the numbers that are not multiples of 11

11	~~16~~	22
33	44	66
77	~~97~~	132
143	~~164~~	297

Division revision with remainders

1) 44 ÷ 9 = 4 R8
2) 49 ÷ 9 = 5 R4
3) 3 ÷ 5 = 0 R3
4) 8 ÷ 2 = 4 R0
5) 11 ÷ 5 = 2 R1
6) 25 ÷ 3 = 8 R1
7) 7 ÷ 3 = 2 R1
8) 14 ÷ 5 = 2 R4
9) 10 ÷ 7 = 1 R3
10) 47 ÷ 9 = 5 R2
11) 35 ÷ 5 = 7 R0
12) 1 ÷ 8 = 0 R1
13) 12 ÷ 8 = 1 R4
14) 17 ÷ 8 = 2 R1
15) 37 ÷ 3 = 12 R1
16) 68 ÷ 8 = 8 R4
17) 45 ÷ 7 = 6 R3
18) 12 ÷ 6 = 2 R0
19) 31 ÷ 4 = 7 R3
20) 19 ÷ 3 = 6 R1

Addition revision

21) 4 + 3 = 7
22) 8 + 8 = 16
23) 8 + 3 = 11
24) 3 + 7 = 10
25) 9 + 8 = 17
26) 9 + 9 = 18
27) 7 + 8 = 15
28) 9 + 7 = 16

Subtraction revision

29) 8 – 4 = 4
30) 8 – 6 = 2
31) 15 – 7 = 8
32) 5 – 4 = 1
33) 3 – 2 = 1
34) 13 – 9 = 4
35) 15 – 5 = 10
36) 19 – 9 = 10

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Name: **Multiples of 11: 4 [D]**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Write the multiples of 11:

1) Start at 11

11	22	33	44	55	66	77	88	99	110	121	132	143	154

Write the multiples of 4:

2) Start at 4

4	6	8	10	12	14	16	18	20	22	24	26	28	30

Write the multiples of 9:

3) Start at 9

9	18	27	36	45	54	63	72	81	90	99	108	117	126

Cross out the numbers that are not multiples of 11

11	~~21~~	22	~~31~~	33	~~35~~
44	66	88	99	110	~~111~~
121	~~131~~	132	~~155~~	297	462

Division revision with remainders

4) 27 ÷ 3 = 9 R0
5) 35 ÷ 4 = 8 R3
6) 5 ÷ 6 = 0 R5
7) 48 ÷ 3 = 16 R0
8) 20 ÷ 5 = 4 R0
9) 2 ÷ 8 = 0 R2
10) 11 ÷ 3 = 3 R2
11) 58 ÷ 6 = 9 R4
12) 19 ÷ 2 = 9 R1
13) 44 ÷ 6 = 7 R2
14) 28 ÷ 5 = 5 R3
15) 63 ÷ 8 = 7 R7
16) 26 ÷ 5 = 5 R1
17) 37 ÷ 6 = 6 R1
18) 4 ÷ 2 = 2 R0
19) 33 ÷ 8 = 4 R1
20) 31 ÷ 3 = 10 R1
21) 43 ÷ 6 = 7 R1
22) 10 ÷ 9 = 1 R1
23) 42 ÷ 6 = 7 R0

Addition revision

24) 6 + 8 = 14
25) 8 + 8 = 16
26) 5 + 9 = 14
27) 4 + 3 = 7
28) 8 + 7 = 15
29) 10 + 9 = 19
30) 3 + 8 = 11
31) 8 + 9 = 17
32) 5 + 7 = 12
33) 4 + 7 = 11

Subtraction revision

34) 20 – 10 = 10
35) 12 – 2 = 10
36) 10 – 6 = 4
37) 10 – 2 = 8
38) 11 – 1 = 10
39) 17 – 9 = 8
40) 6 – 5 = 1
41) 4 – 3 = 1
42) 19 – 10 = 9
43) 5 – 4 = 1

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Name: **Multiples of 6: 5 [A]**

PROFESSOR PETE'S CLASSROOM

Multiples of 6:

The number must be divisible by 2 and 3, so it must be an even number that is divisible by 3.
e.g. 78: 78 is even and 7 + 8 = 15, so 78 is divisible by 3. So 78 is a multiple of 6.

Find the multiples of 6: Cross out the numbers that are not even, then circle those that are multiples of 3 (do the digits add to 3 or a multiple of 3). Those are multiples of 6.

(12)	(18)	~~19~~	22	(24)	26
46	(48)	~~51~~	(54)	(66)	(96)
124	136	(156)	(174)	(270)	~~321~~

Write the multiples of 6:

1) Start at 6

6	12	18	24	30	36	42	48	54	60	66	72	78	84

2-digit numbers x 5 (x10 then halve it)

2) 44 × 10 = 440
3) 44 × 5 = 220
4) 22 × 5 = 110
5) 25 × 10 = 250
6) 25 × 5 = 125
7) 42 × 5 = 210
8) 27 × 10 = 270
9) 27 × 5 = 135
10) 30 × 5 = 150
11) 23 × 10 = 230
12) 23 × 5 = 115
13) 34 × 5 = 170

Halving 2-digit numbers. Cirlce those that are multiples of 4 (those with even answers).

14) 58 ÷ 2 = 29
15) 76 ÷ 2 = 38
16) 48 ÷ 2 = 24
17) 62 ÷ 2 = 31
18) 54 ÷ 2 = 27
19) 84 ÷ 2 = 42
20) 52 ÷ 2 = 26
21) 86 ÷ 2 = 43
22) 70 ÷ 2 = 35

Addition revision

23) 6 + 8 = 14
24) 4 + 8 = 12
25) 9 + 9 = 18
26) 7 + 4 = 11
27) 4 + 4 = 8
28) 6 + 9 = 15
29) 8 + 3 = 11
30) 5 + 9 = 14
31) 6 + 4 = 10
32) 10 + 7 = 17

Subtraction revision

33) 8 – 3 = 5
34) 18 – 8 = 10
35) 16 – 9 = 7
36) 9 – 8 = 1
37) 8 – 6 = 2
38) 10 – 5 = 5
39) 3 – 2 = 1
40) 6 – 3 = 3
41) 15 – 5 = 10
42) 10 – 1 = 9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 8: 5 [B]**

PROFESSOR PETE'S CLASSROOM

Multiples of 8:

The number must be divisible by 2 three times.
e.g. 248: half of 248 is 124; half of 124 is 62, half again is 31. So 248 is a multiple of 8.

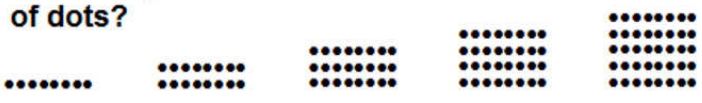
Circle the multiples of 8: Check each number so see if you can halve the numbers 3 times.

6	(8)	12	15	(16)	19
21	(24)	25	26	30	(32)
36	38	40	44	(48)	54
100	(104)	(120)	(128)	242	(248)

How many are in each set of dots?

6 | 12 | 18 | 24 | 30 | 36 | 42

How many are in each set of dots?



8 | 16 | 24 | 32 | 40

Write the multiples of 8:

1) Start at 8

8	16	24	32	40	48	56	64	72	80	88	96	104	112

Multiplication with decimals revision

2) 8 × 0.3 = 2.4
3) 7 × 0.5 = 3.5
4) 6 × 0.7 = 4.2
5) 8 × 0.4 = 3.2
6) 6 × 0.5 = 3.0
7) 7 × 0.4 = 2.8
8) 6 × 0.6 = 3.6
9) 8 × 0.9 = 7.2
10) 8 × 0.6 = 4.8
11) 9 × 0.5 = 4.5

Division wth decimals revision

12) 5.0 ÷ 5 = 1.0
13) 4.8 ÷ 8 = 0.6
14) 7.2 ÷ 8 = 0.9
15) 4.9 ÷ 7 = 0.7
16) 5.6 ÷ 8 = 0.7
17) 4.0 ÷ 5 = 0.8
18) 4 ÷ 5 = 0.8
19) 5.4 ÷ 9 = 0.6
20) 4.2 ÷ 7 = 0.6
21) 0.5 ÷ 5 = 0.1

Addition revision

22) 4 + 3 = 7
23) 8 + 7 = 15
24) 3 + 3 = 6
25) 10 + 8 = 18
26) 3 + 8 = 11
27) 5 + 7 = 12
28) 5 + 5 = 10
29) 4 + 7 = 11

Subtraction revision

30) 15 – 9 = 6
31) 14 – 5 = 9
32) 5 – 2 = 3
33) 7 – 3 = 4
34) 14 – 8 = 6
35) 11 – 7 = 4
36) 17 – 7 = 10
37) 9 – 4 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 12: 5 [C]**

PROFESSOR PETE'S CLASSROOM

Multiples of 12:

Twelve has factors of 3 and 4. Therefore, to be a multiple of 12 a number must fit the rules for divisibility by both 3 and 4.
Multiples of 4: Even numbers that are divisible by 2 twice.
Multiples of 4, numbers over 100: if the tens and ones are divisible by 4 the whole number is a multiple of 4.
Multiples of 3: The sum of the digits is 3 or another multiple of 3.

Find the multiples of 12: Cross out the numbers that are not multiples of 4, then circle those that are multiples of 3. Those are multiples of 12.

(12)	~~18~~	20	(24)	32	(36)
~~35~~	~~38~~	~~42~~	(48)	(60)	68
(72)	80	(84)	~~85~~	(96)	112

Write the multiples of 12:

1) Start at 12

12	24	36	48	60	72	84	96	108	120	132	144	156	168

Write the multiples of 6:

2) Start at 6

6	12	18	24	30	36	42	48	54	60	66	72	78	84

Addition revision

3) 3 + 5 = 8
4) 4 + 9 = 13
5) 5 + 7 = 12
6) 3 + 7 = 10
7) 5 + 8 = 13
8) 9 + 7 = 16
9) 8 + 4 = 12
10) 7 + 3 = 10

Subtraction revision

11) 15 – 10 = 5
12) 9 – 4 = 5
13) 16 – 8 = 8
14) 10 – 5 = 5
15) 18 – 9 = 9
16) 9 – 6 = 3
17) 19 – 9 = 10
18) 8 – 7 = 1

Multiplication with decimals revision

19) 6 × 0.5 = 3.0
20) 8 × 0.6 = 4.8
21) 8 × 0.4 = 3.2
22) 9 × 0.8 = 7.2
23) 5 × 0.6 = 3.0
24) 8 × 0.1 = 0.8
25) 8 × 0.7 = 5.6
26) 6 × 1.0 = 6.0

Fractions with extension

27) $\frac{1}{6}$ of 36 = 6
28) $\frac{1}{8}$ of 64 = 8
29) $\frac{1}{6}$ of 18 = 3
30) $\frac{1}{4}$ of 20 = 5
31) $\frac{1}{6}$ of 24 = 4
32) $\frac{1}{8}$ of 56 = 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Multiples of 6, 8 & 12: 5 [D]**

PROFESSOR PETE'S CLASSROOM

Cross out those numbers that are not multiples of the first number

6:	12	18	~~20~~	24	~~32~~	36
5:	10	~~12~~	20	25	35	~~44~~
3:	~~11~~	12	~~17~~	18	45	81
4:	12	~~22~~	28	36	48	52
8:	16	24	~~34~~	~~36~~	~~62~~	72

Addition revision

1) 6 + 4 = 10
2) 10 + 9 = 19
3) 8 + 5 = 13
4) 3 + 9 = 12
5) 3 + 7 = 10
6) 10 + 4 = 14
7) 4 + 5 = 9
8) 9 + 7 = 16
9) 7 + 5 = 12
10) 9 + 9 = 18

Subtraction revision

11) 13 – 8 = 5
12) 19 – 9 = 10
13) 7 – 6 = 1
14) 14 – 5 = 9
15) 14 – 7 = 7
16) 17 – 7 = 10
17) 17 – 8 = 9
18) 5 – 3 = 2
19) 11 – 5 = 6
20) 17 – 9 = 8

Multiplication with decimals revision

21) 9 × 0.5 = 4.5
22) 8 × 0.3 = 2.4
23) 7 × 0.4 = 2.8
24) 7 × 1.0 = 7.0
25) 8 × 0.3 = 2.4
26) 6 × 0.5 = 3.0
27) 6 × 0.6 = 3.6
28) 9 × 0.7 = 6.3
29) 7 × 0.7 = 4.9
30) 6 × 0.2 = 1.2

Division with remainders revision

45) 8 ÷ 8 = 1 R0
46) 26 ÷ 5 = 5 R1
47) 41 ÷ 6 = 6 R5
48) 12 ÷ 5 = 2 R2
49) 18 ÷ 7 = 2 R4
50) 20 ÷ 6 = 3 R2
51) 13 ÷ 8 = 1 R5
52) 14 ÷ 7 = 2 R0
53) 41 ÷ 9 = 4 R5
54) 52 ÷ 9 = 5 R7

Turn arounds

31) 0 × 6 = 0
32) 8 × 6 = 48
33) 4 × 6 = 24
34) 3 × 6 = 18
35) 7 × 6 = 42
36) 5 × 6 = 30
37) 7 × 6 = 42
38) 6 × 6 = 36
39) 9 × 6 = 54
40) 2 × 6 = 12
41) 1 × 6 = 6
42) 10 × 6 = 60
43) 8 × 6 = 48
44) 5 × 6 = 30

Fractions with extension

55) $\frac{1}{5}$ of 35 = 7
56) $\frac{1}{6}$ of 42 = 7
57) $\frac{1}{4}$ of 28 = 7
58) $\frac{1}{4}$ of 16 = 4
59) $\frac{1}{6}$ of 48 = 8
60) $\frac{1}{5}$ of 30 = 6
61) $\frac{1}{4}$ of 24 = 6
62) $\frac{1}{4}$ of 32 = 8
63) $\frac{1}{5}$ of 45 = 9
64) $\frac{1}{6}$ of 12 = 2

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Finding Factors: 6 [A]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number. A number that is a multiple has a corresponding factor.

Finding Factors:

To find the factors, it is necessary to check whether the number can be divided evenly by the other number. Start with the smaller numbers such as 2, 3, 4, 5, etc and work upwards. Don't forget that every number has the factors 1 and itself.
For example, 42 is a multiple of 7, and so 7 is a factor of 42.

List the factors for each number.
e.g. 15 1, 3, 5, 15
Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.
Then circle all the prime numbers.
In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = 1, 3, 9
2) (7) = 1, 7
3) 6 = 1, 2, 3, 6
4) (17) = 1, 17
5) (47) = 1, 47
6) 87 = 1, 3, 29, 87
7) (29) = 1, 29
8) 60 = 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60

List the factors for these numbers.
Then circle those that are prime numbers.

19) 74 = 1, 2, 37, 74
20) 45 = 1, 3, 5, 9, 15, 45
21) (2) = 1, 2
22) 39 = 1, 3, 13, 39
23) (31) = 1, 31
24) (5) = 1, 5
25) (3) = 1, 3
26) 12 = 1, 2, 3, 4, 6, 12
27) 68 = 1, 2, 4, 17, 34, 68
28) 40 = 1, 2, 4, 5, 8, 10, 20, 40
29) 4 = 1, 2, 4
30) 16 = 1, 2, 4, 8, 16

Addition and Subtraction

9) 4 + 8 = 12
10) 10 − 4 = 6
11) 14 − 5 = 9
12) 9 + 3 = 12
13) 5 + 5 = 10
14) 6 + 7 = 13
15) 8 − 3 = 5
16) 3 + 3 = 6
17) 9 + 5 = 14
18) 11 − 3 = 8

Multiplication and Division

31) 10 × 9 = 90
32) 45 ÷ 9 = 5
33) 5 × 6 = 30
34) 12 ÷ 2 = 6
35) 6 × 3 = 18
36) 3 × 5 = 15
37) 8 × 9 = 72
38) 18 ÷ 2 = 9
39) 8 ÷ 4 = 2
40) 35 ÷ 5 = 7

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Name: **Finding Factors: 6 [B]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number.
A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = 1, 3, 9
2) 40 = 1, 2, 4, 5, 8, 10, 20, 40
3) 8 = 1, 2, 4, 8
4) 32 = 1, 2, 4, 8, 16, 32
5) (2) = 1, 2
6) 1 = 1
7) 6 = 1, 2, 3, 6
8) (3) = 1, 3

List the factors for these numbers.

Then circle those that are prime numbers.

27) 18 = 1, 2, 3, 6, 9, 18
28) (5) = 1, 5
29) 68 = 1, 2, 4, 17, 34, 68
30) 20 = 1, 2, 4, 5, 10, 20
31) 69 = 1, 3, 23, 69
32) 60 = 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60
33) 34 = 1, 2, 17, 34
34) 75 = 1, 3, 5, 15, 25, 75
35) 14 = 1, 2, 7, 14
36) 12 = 1, 2, 3, 4, 6, 12
37) (7) = 1, 7
38) 15 = 1, 3, 5, 15

Addition and Subtraction

9) 10 + 4 = 14
10) 8 + 8 = 16
11) 16 – 5 = 11
12) 6 + 3 = 9
13) 13 – 7 = 6
14) 4 + 7 = 11
15) 7 + 5 = 12
16) 12 – 5 = 7
17) 12 – 3 = 9
18) 12 – 4 = 8
19) 6 + 8 = 14
20) 15 – 7 = 8
21) 10 + 7 = 17
22) 3 + 7 = 10
23) 15 – 8 = 7
24) 15 – 5 = 10
25) 7 – 4 = 3
26) 18 – 9 = 9

Multiplication and Division

39) 5 × 8 = 40
40) 4 × 4 = 16
41) 45 ÷ 5 = 9
42) 3 × 2 = 6
43) 12 ÷ 6 = 2
44) 24 ÷ 3 = 8
45) 35 ÷ 5 = 7
46) 3 × 9 = 27
47) 81 ÷ 9 = 9
48) 16 ÷ 4 = 4
49) 27 ÷ 3 = 9
50) 72 ÷ 8 = 9
51) 4 × 3 = 12
52) 5 × 6 = 30
53) 8 × 5 = 40
54) 72 ÷ 9 = 8
55) 9 × 8 = 72
56) 36 ÷ 4 = 9

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Name: **Finding Factors: 6 [C]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number.
A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 9 = 1, 3, 9
2) (13) = 1, 13
3) 74 = 1, 2, 37, 74
4) 49 = 1, 7, 49
5) 18 = 1, 2, 3, 6, 9, 18
6) 4 = 1, 2, 4
7) 66 = 1, 2, 3, 6, 11, 22, 33, 66
8) 33 = 1, 3, 11, 33

List the factors for these numbers.
Then circle those that are prime numbers.

27) (5) = 1, 5
28) 6 = 1, 2, 3, 6
29) 54 = 1, 2, 3, 6, 9, 18, 27, 54
30) 27 = 1, 3, 9, 27
31) (3) = 1, 3
32) 86 = 1, 2, 43, 86
33) 73 = 1, 73
34) (7) = 1, 7
35) (31) = 1, 31
36) 1 = 1
37) 28 = 1, 2, 4, 7, 14, 28

Addition and Subtraction

9) 6 + 8 = 14
10) 15 − 5 = 10
11) 15 − 7 = 8
12) 10 + 4 = 14
13) 18 − 9 = 9
14) 7 − 4 = 3
15) 7 + 5 = 12
16) 12 − 5 = 7
17) 12 − 4 = 8
18) 12 − 3 = 9
19) 6 + 3 = 9
20) 10 + 7 = 17
21) 8 + 8 = 16
22) 13 − 7 = 6
23) 16 − 5 = 11
24) 15 − 8 = 7
25) 4 + 7 = 11
26) 3 + 7 = 10

Multiplication and Division

38) 20 ÷ 4 = 5
39) 6 × 3 = 18
40) 5 × 5 = 25
41) 9 × 6 = 54
42) 9 × 8 = 72
43) 10 × 4 = 40
44) 4 × 3 = 12
45) 56 ÷ 7 = 8
46) 4 × 9 = 36
47) 14 ÷ 7 = 2
48) 40 ÷ 4 = 10
49) 63 ÷ 7 = 9
50) 27 ÷ 3 = 9
51) 12 ÷ 6 = 2
52) 12 ÷ 3 = 4
53) 8 × 7 = 56
54) 24 ÷ 6 = 4
55) 9 × 7 = 63

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Name: **Finding Factors: 6 [D]**

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number.
A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

Then circle all the prime numbers.

In the numbers below you will see some numbers with factors of only themselves and one. These are prime numbers.

1) 25 = 1, 5, 25
2) (5) = 1, 5
3) (3) = 1, 3
4) 56 = 1, 2, 4, 7, 8, 14, 28, 56
5) 58 = 1, 2, 29, 58
6) 36 = 1, 2, 3, 4, 6, 9, 12, 18, 36
7) 9 = 1, 3, 9
8) 87 = 1, 3, 29, 87

List the factors for these numbers.

Then circle those that are prime numbers.

27) 4 = 1, 2, 4
28) 1 = 1
29) 10 = 1, 2, 5, 10
30) 12 = 1, 2, 3, 4, 6, 12
31) (83) = 1, 83
32) 49 = 1, 7, 49
33) 54 = 1, 2, 3, 6, 9, 18, 27, 54
34) 91 = 1, 7, 13, 91
35) 55 = 1, 5, 11, 55
36) (23) = 1, 23
37) 6 = 1, 2, 3, 6
38) 27 = 1, 3, 9, 27

Addition and Subtraction

9) 10 + 7 = 17
10) 15 – 5 = 10
11) 18 – 9 = 9
12) 15 – 8 = 7
13) 12 – 4 = 8
14) 3 + 7 = 10
15) 10 + 4 = 14
16) 12 – 3 = 9
17) 13 – 7 = 6
18) 16 – 5 = 11
19) 7 – 4 = 3
20) 12 – 5 = 7
21) 8 + 8 = 16
22) 6 + 3 = 9
23) 7 + 5 = 12
24) 4 + 7 = 11
25) 15 – 7 = 8
26) 6 + 8 = 14

Multiplication and Division

39) 4 × 2 = 8
40) 32 ÷ 4 = 8
41) 6 ÷ 3 = 2
42) 10 ÷ 2 = 5
43) 8 × 2 = 16
44) 3 × 6 = 18
45) 9 × 9 = 81
46) 6 × 5 = 30
47) 28 ÷ 7 = 4
48) 18 ÷ 3 = 6
49) 4 × 9 = 36
50) 4 × 7 = 28
51) 4 × 6 = 24
52) 20 ÷ 2 = 10
53) 54 ÷ 6 = 9
54) 30 ÷ 5 = 6
55) 4 × 4 = 16
56) 3 × 9 = 27

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Name: **Lowest Common Multiple: 7 [A]**

PROFESSOR PETE'S CLASSROOM

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

e.g. 4 4, 8, 12, 16, 20
6 6, 12,
Circle the smallest number in each list.
This is the Lowest Common Multiple.
This LCM is 12. You can stop once you find a multiple that is common to both of the numbers.
Write the LCM on the single line on the right.

1) 6 6, 12, 18 — 18
18 18

2) 8 8 — 8
4 4, 8

3) 12 12 — 12
3 3, 6, 9, 12

4) 4 4, 8 — 8
8 8

5) 9 9 — 9
3 3, 6, 9

6) 6 6, 12 — 12
12 12

7) 4 4, 8, 12 — 12
12 12

8) 6 6, 12, 18 — 18
9 9, 18

9) 3 3, 6, 9, 12 — 12
12 12

Addition extension

10) 59 + 6 = 65
11) 83 + 2 = 85
12) 35 + 10 = 45
13) 78 + 9 = 87
14) 60 + 4 = 64
15) 69 + 8 = 77
16) 73 + 8 = 81
17) 57 + 8 = 65
18) 37 + 6 = 43
19) 46 + 3 = 49

Subtraction extension

20) 46 – 37 = 9
21) 67 – 65 = 2
22) 31 – 24 = 7
23) 84 – 81 = 3
24) 25 – 18 = 7
25) 43 – 39 = 4
26) 34 – 30 = 4
27) 46 – 41 = 5
28) 32 – 29 = 3
29) 73 – 70 = 3

Multiplication extension revision

30) 900 × 9 = 8100
31) 70 × 3 = 210
32) 9 × 700 = 6300
33) 5 × 800 = 4000
34) 40 × 9 = 360
35) 60 × 3 = 180
36) 700 × 2 = 1400
37) 3 × 800 = 2400
38) 60 × 4 = 240
39) 7 × 90 = 630

Division extension revision

40) 600 ÷ 6 = 100
41) 360 ÷ 9 = 40
42) 300 ÷ 3 = 100
43) 300 ÷ 6 = 50
44) 160 ÷ 8 = 20
45) 560 ÷ 7 = 80
46) 500 ÷ 5 = 100
47) 250 ÷ 5 = 50
48) 810 ÷ 9 = 90
49) 100 ÷ 5 = 20

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Name: **Lowest Common Multiple: 7 [B]**

PROFESSOR PETE'S CLASSROOM

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 12: 12, 24 — 8: 8, 16, 24 — **24**

2) 5: 5, 10, 15, 20, 25, 30, 35, 40 — 8: 8, 16, 24, 32, 40 — **40**

3) 3: 3, 6, 9, 12 — 12: 12 — **12**

4) 3: 3, 6, 9, 12 — 4: 4, 8, 12 — **12**

5) 5: 5, 10, 15, 20, 25, 30 — 6: 6, 12, 18, 24, 30 — **30**

6) 12: 12, 24, 36 — 9: 9, 18, 27, 36 — **36**

7) 10: 10, 20, 30 — 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 — **30**

8) 18: 18, 36 — 12: 12, 24, 36 — **36**

9) 10: 10, 20, 30 — 6: 6, 12, 18, 24, 30 — **30**

10) 6: 6, 12 — 12: 12 — **12**

Multiplication revision

11) 7 × 7 = 49
12) 10 × 5 = 50
13) 6 × 7 = 42
14) 6 × 2 = 12
15) 10 × 4 = 40
16) 7 × 9 = 63
17) 4 × 6 = 24
18) 9 × 7 = 63
19) 4 × 3 = 12
20) 4 × 7 = 28

Division revision

21) 56 ÷ 7 = 8
22) 63 ÷ 7 = 9
23) 4 ÷ 2 = 2
24) 64 ÷ 8 = 8
25) 20 ÷ 4 = 5
26) 72 ÷ 9 = 8
27) 72 ÷ 8 = 9
28) 18 ÷ 2 = 9
29) 36 ÷ 6 = 6
30) 27 ÷ 3 = 9

Division revision with remainders

31) 16 ÷ 3 = 5 R1
32) 15 ÷ 7 = 2 R1
33) 22 ÷ 9 = 2 R4
34) 20 ÷ 3 = 6 R2
35) 18 ÷ 7 = 2 R4
36) 15 ÷ 6 = 2 R3
37) 32 ÷ 3 = 10 R2
38) 7 ÷ 5 = 1 R2
39) 34 ÷ 5 = 6 R4
40) 51 ÷ 8 = 6 R3
41) 22 ÷ 6 = 3 R4
42) 5 ÷ 6 = 0 R5
43) 6 ÷ 9 = 0 R6
44) 4 ÷ 3 = 1 R1
45) 4 ÷ 5 = 0 R4
46) 43 ÷ 9 = 4 R7
47) 28 ÷ 3 = 9 R1
48) 22 ÷ 3 = 7 R1
49) 27 ÷ 3 = 9 R0
50) 4 ÷ 7 = 0 R4

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Name: **Lowest Common Multiple: 7 [C]**

PROFESSOR PETE'S CLASSROOM

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 10: 10 — 5: 5, 10 — **10**

2) 6: 6, 12, 18, 24 — 8: 8, 16, 24 — **24**

3) 3: 3, 6, 9, 12 — 4: 4, 8, 12 — **12**

4) 3: 3, 6 — 2: 2, 4, 6 — **6**

5) 8: 8, 16, 24, 32, 40 — 10: 10, 20, 30, 40 — **40**

6) 10: 10, 20, 30 — 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 — **30**

7) 10: 10 — 2: 2, 4, 6, 8, 10 — **10**

8) 12: 12, 24 — 8: 8, 16, 24 — **24**

9) 12: 12 — 2: 2, 4, 6, 8, 10, 12 — **12**

10) 9: 9, 18 — 2: 2, 4, 6, 8, 10, 12, 14, 16, 18 — **18**

Addition

11) 3 + 8 = 11
12) 8 + 9 = 17
13) 5 + 5 = 10
14) 8 + 4 = 12
15) 9 + 4 = 13
16) 10 + 5 = 15
17) 3 + 4 = 7
18) 7 + 4 = 11
19) 10 + 9 = 19
20) 5 + 7 = 12

Subtraction

21) 4 – 3 = 1
22) 6 – 5 = 1
23) 18 – 9 = 9
24) 15 – 6 = 9
25) 12 – 9 = 3
26) 16 – 8 = 8
27) 7 – 5 = 2
28) 8 – 6 = 2
29) 12 – 4 = 8
30) 12 – 5 = 7

Multiplication with decimals revision

31) 5 × 0.4 = 2.0
32) 8 × 0.9 = 7.2
33) 5 × 0.3 = 1.5
34) 7 × 0.7 = 4.9
35) 7 × 0.6 = 4.2
36) 6 × 0.9 = 5.4
37) 7 × 0.1 = 0.7
38) 9 × 0.2 = 1.8

Addition revision with tenths

39) 0.1 + 0.6 = 0.7
40) 0.1 + 0.4 = 0.5
41) 0.5 + 0.6 = 1.1
42) 0.3 + 0.7 = 1.0
43) 0.6 + 0.8 = 1.4
44) 0.1 + 0.7 = 0.8
45) 0.2 + 0.3 = 0.5
46) 0.0 + 0.9 = 0.9

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Lowest Common Multiple: 7 [D]**

PROFESSOR PETE'S CLASSROOM

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 3: 3, 6, 9, 12
12: 12
LCM: 12

2) 18: 18, 36
12: 12, 24, 36
LCM: 36

3) 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30
10: 10, 20, 30
LCM: 30

4) 9: 9, 18, 27, 36, 45
15: 15, 30, 45
LCM: 45

5) 5: 5, 10, 15
3: 3, 6, 9, 12, 15
LCM: 15

6) 12: 12
3: 3, 6, 9, 12
LCM: 12

7) 6: 6, 12, 18
9: 9, 18
LCM: 18

8) 5: 5, 10, 15, 20, 25, 30
6: 6, 12, 18, 24, 30
LCM: 30

9) 3: 3, 6, 9, 12, 15, 18, 21, 24
8: 8, 16, 24
LCM: 24

10) 4: 4, 8, 12, 16, 20
10: 10, 20
LCM: 20

Multiplication revision

11) 9 × 4 = 36
12) 10 × 2 = 20
13) 6 × 4 = 24
14) 3 × 3 = 9
15) 9 × 7 = 63
16) 4 × 7 = 28
17) 8 × 3 = 24
18) 10 × 4 = 40
19) 6 × 2 = 12
20) 10 × 7 = 70

Division revision

21) 6 ÷ 3 = 2
22) 49 ÷ 7 = 7
23) 72 ÷ 9 = 8
24) 24 ÷ 8 = 3
25) 63 ÷ 9 = 7
26) 72 ÷ 8 = 9
27) 10 ÷ 2 = 5
28) 40 ÷ 4 = 10
29) 12 ÷ 6 = 2
30) 12 ÷ 4 = 3

Addition: Rainbow facts to 100

31) 90 + 10 = 100
32) 11 + 89 = 100
33) 41 + 59 = 100
34) 82 + 18 = 100
35) 58 + 42 = 100
36) 70 + 30 = 100
37) 21 + 79 = 100
38) 74 + 26 = 100
39) 76 + 24 = 100
40) 83 + 17 = 100

Subtraction: Rainbow facts to 100

41) 100 – 93 = 7
42) 100 – 13 = 87
43) 100 – 84 = 16
44) 100 – 86 = 14
45) 100 – 82 = 18
46) 100 – 65 = 35
47) 100 – 46 = 54
48) 100 – 95 = 5
49) 100 – 22 = 78
50) 100 – 43 = 57

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Greatest Common Factor: 8 [A]**

PROFESSOR PETE'S CLASSROOM

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
e.g. 12 2, 3, 4, 6, 12
6 2, 3, 6
Stop when you have written all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 40 1, 2, 4, 5, 8, 10 — 10
50 1, 2, 5, 10

2) 74 1, 2 — 2
76 1, 2

3) 76 1, 2 — 2
46 1, 2

4) 96 1, 2, 3, 4, 6 — 6
78 1, 2, 3, 6

5) 55 1, 5, 11 — 11
77 1, 7, 11

6) 25 1, 5 — 5
60 1, 2, 3, 4, 5

7) 36 1, 2 — 2
26 1, 2

8) 30 1, 2, 3, 5, 6, 10, 15 — 15
15 1, 3, 5, 15

9) 9 1, 3, 9 — 9
45 1, 3, 5, 9

10) 51 1, 3 — 3
15 1, 3

Multiplication revision

11) 9 × 4 = 36
12) 10 × 2 = 20
13) 6 × 4 = 24
14) 3 × 3 = 9
15) 9 × 7 = 63
16) 4 × 7 = 28
17) 8 × 3 = 24
18) 10 × 4 = 40
19) 6 × 2 = 12
20) 10 × 7 = 70

Division revision

21) 6 ÷ 3 = 2
22) 49 ÷ 7 = 7
23) 72 ÷ 9 = 8
24) 24 ÷ 8 = 3
25) 63 ÷ 9 = 7
26) 72 ÷ 8 = 9
27) 10 ÷ 2 = 5
28) 40 ÷ 4 = 10
29) 12 ÷ 6 = 2
30) 12 ÷ 4 = 3

Addition extension

31) 84 + 9 = 93
32) 27 + 8 = 35
33) 24 + 8 = 32
34) 22 + 9 = 31
35) 40 + 8 = 48
36) 78 + 8 = 86
37) 44 + 9 = 53
38) 50 + 8 = 58
39) 30 + 8 = 38
40) 42 + 8 = 50

Subtraction extension

41) 74 – 6 = 68
42) 87 – 3 = 84
43) 75 – 9 = 66
44) 31 – 6 = 25
45) 44 – 8 = 36
46) 42 – 4 = 38
47) 64 – 2 = 62
48) 67 – 7 = 60
49) 75 – 7 = 68
50) 47 – 3 = 44

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Name: **Greatest Common Factor: 8 [B]**

PROFESSOR PETE'S CLASSROOM

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers..

List the factors of each of the numbers.
Stop when you have written all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 33 — 1, 3, 11 — GCF: 11
   22 — 1, 2, 11

2) 70 — 1, 2, 5 — GCF: 5
   25 — 1, 5

3) 70 — 1, 2, 5 — GCF: 5
   75 — 1, 3, 5

4) 100 — 1, 2, 4, 5, 10, 20, 25 — GCF: 25
   25 — 1, 5, 25

5) 56 — 1, 2, 4, 7, 8, 14 — GCF: 14
   70 — 1, 2, 5, 7, 10, 14

6) 49 — 1, 7 — GCF: 7
   91 — 1, 7

7) 88 — 1, 2, 4, 8, 11 — GCF: 11
   55 — 1, 5, 11

8) 77 — 1, 7 — GCF: 7
   35 — 1, 5, 7

9) 63 — 1, 3, 7, 9, 21 — GCF: 21
   21 — 1, 3, 7, 21

10) 96 — 1, 2, 3 — GCF: 3
    93 — 1, 3

Multiplication revision

11) 9 × 7 = 63	16) 9 × 5 = 45
12) 6 × 8 = 48	17) 7 × 5 = 35
13) 5 × 8 = 40	18) 4 × 6 = 24
14) 6 × 5 = 30	19) 9 × 8 = 72
15) 9 × 4 = 36	20) 8 × 9 = 72

Division revision

31) 8 ÷ 2 = 4	36) 20 ÷ 4 = 5
32) 48 ÷ 8 = 6	37) 24 ÷ 6 = 4
33) 64 ÷ 8 = 8	38) 20 ÷ 5 = 4
34) 32 ÷ 8 = 4	39) 24 ÷ 3 = 8
35) 42 ÷ 7 = 6	40) 40 ÷ 5 = 8

Addition revision

21) 3 + 3 = 6	26) 5 + 7 = 12
22) 8 + 9 = 17	27) 4 + 5 = 9
23) 8 + 4 = 12	28) 7 + 9 = 16
24) 5 + 9 = 14	29) 10 + 9 = 19
25) 8 + 7 = 15	30) 8 + 8 = 16

Subtraction revision

41) 5 – 3 = 2	46) 7 – 5 = 2
42) 14 – 10 = 4	47) 15 – 5 = 10
43) 8 – 6 = 2	48) 5 – 4 = 1
44) 4 – 3 = 1	49) 13 – 10 = 3
45) 19 – 9 = 10	50) 6 – 3 = 3

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Name: **Greatest Common Factor: 8 [C]**

PROFESSOR PETE'S CLASSROOM

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
Stop when you have written all the factors. Circle the largest numeral that is in both lists - this is the GCF. Write it on the line next to the factors.

1) 50: 1, 2, 5, 10, 25, 50
100: 1, 2, 4, 5, 10, 20, 25, 50
GCF: 50

2) 63: 1, 3, 7
14: 1, 2, 7
GCF: 7

3) 100: 1, 2, 4, 5, 10, 20
60: 1, 2, 3, 4, 5, 6, 10, 12, 15, 20
GCF: 20

4) 70: 1, 2, 5
45: 1, 3, 5
GCF: 5

5) 66: 1, 2, 3, 6
42: 1, 2, 3, 6
GCF: 6

6) 40: 1, 2, 4, 5, 8, 10
50: 1, 2, 5, 10
GCF: 10

7) 74: 1, 2
76: 1, 2
GCF: 2

8) 76: 1, 2
46: 1, 2
GCF: 2

9) 96: 1, 2, 3, 4, 6
78: 1, 2, 3, 6
GCF: 6

10) 55: 1, 5, 11
77: 1, 7, 11
GCF: 11

Multiplication revision

11) 8 × 5 = 40
12) 4 × 8 = 32
13) 7 × 7 = 49
14) 6 × 6 = 36
15) 7 × 6 = 42
16) 4 × 7 = 28
17) 5 × 5 = 25
18) 6 × 8 = 48
19) 9 × 3 = 27
20) 3 × 9 = 27

Division revision

21) 6 ÷ 3 = 2
22) 27 ÷ 9 = 3
23) 10 ÷ 5 = 2
24) 35 ÷ 5 = 7
25) 70 ÷ 7 = 10
26) 18 ÷ 2 = 9
27) 48 ÷ 8 = 6
28) 16 ÷ 4 = 4
29) 8 ÷ 4 = 2
30) 72 ÷ 9 = 8

Addition extension

31) 39 + 9 = 48
32) 53 + 9 = 62
33) 67 + 8 = 75
34) 47 + 9 = 56
35) 86 + 9 = 95
36) 61 + 8 = 69
37) 77 + 9 = 86
38) 64 + 9 = 73
39) 87 + 8 = 95
40) 84 + 8 = 92

Subtraction extension

41) 49 – 4 = 45
42) 86 – 8 = 78
43) 94 – 7 = 87
44) 36 – 6 = 30
45) 38 – 7 = 31
46) 29 – 8 = 21
47) 30 – 4 = 26
48) 47 – 5 = 42
49) 23 – 4 = 19
50) 53 – 8 = 45

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Name: **Greatest Common Factor: 8 [D]**

PROFESSOR PETE'S CLASSROOM

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
Stop when you have written all the factors. Circle the largest numeral that is in both lists - this is the GCF. Write it on the line next to the factors.

1) 70: 1, 2, 5, 7 — 77: 1, 7 — GCF: 7

2) 68: 1, 2, 4 — 28: 1, 2, 4 — GCF: 4

3) 66: 1, 2, 3, 6 — 48: 1, 2, 3, 4, 6 — GCF: 6

4) 90: 1, 2, 3, 5 — 35: 1, 5 — GCF: 5

5) 25: 1, 5, 25 — 100: 1, 2, 4, 5, 10, 20, 25 — GCF: 25

6) 50: 1, 2, 5, 10, 25, 50 — 100: 1, 2, 4, 5, 10, 20, 25, 50 — GCF: 50

7) 88: 1, 2, 4, 8, 11, 22, 44 — 44: 1, 2, 4, 11, 22, 44 — GCF: 44

8) 90: 1, 2, 3, 5 — 95: 1, 5 — GCF: 5

9) 39: 1, 3 — 72: 1, 2, 3 — GCF: 3

10) 95: 1, 5 — 10: 1, 2, 5 — GCF: 5

Multiplication revision

11) 8 × 8 = 64
12) 4 × 9 = 36
13) 4 × 5 = 20
14) 6 × 4 = 24
15) 7 × 3 = 21
16) 7 × 8 = 56
17) 9 × 2 = 18
18) 10 × 3 = 30
19) 9 × 8 = 72
20) 8 × 4 = 32

Division revision

21) 36 ÷ 9 = 4
22) 27 ÷ 9 = 3
23) 50 ÷ 5 = 10
24) 80 ÷ 8 = 10
25) 10 ÷ 2 = 5
26) 16 ÷ 2 = 8
27) 63 ÷ 9 = 7
28) 40 ÷ 4 = 10
29) 12 ÷ 4 = 3
30) 48 ÷ 6 = 8

Addition: Rainbow facts to 100

31) 93 + 7 = 100
32) 33 + 67 = 100
33) 52 + 48 = 100
34) 85 + 15 = 100
35) 0 + 100 = 100
36) 34 + 66 = 100
37) 90 + 10 = 100
38) 73 + 27 = 100
39) 64 + 36 = 100
40) 65 + 35 = 100

Subtraction: Rainbow facts to 100

41) 100 – 88 = 12
42) 100 – 7 = 93
43) 100 – 53 = 47
44) 100 – 85 = 15
45) 100 – 22 = 78
46) 100 – 59 = 41
47) 100 – 47 = 53
48) 100 – 57 = 43
49) 100 – 50 = 50
50) 100 – 29 = 71

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

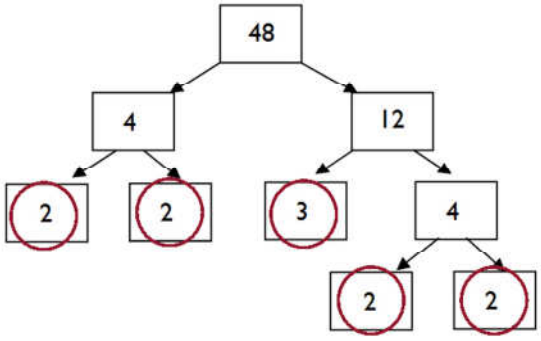
Name: **Factor Trees: 9 [A]**

PROFESSOR PETE'S CLASSROOM

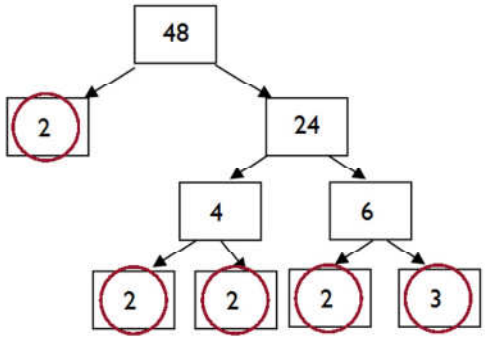
Factor Trees:

One way to find the prime factors of a number is to draw a factor tree.
To draw a factor tree, find two numbers that multiply together to make that number. Then find the factors of each of those numbers and so on until there you have only prime numbers.
Under the factor tree write a number sentence for the start number using the prime numbers.
(e.g. 12 = 2 x 2 x 3)
N.B. There are different ways to draw a factor tree for the same number.

Here are two examples of factor trees for the same number.
The prime factors are the same but the trees are different.

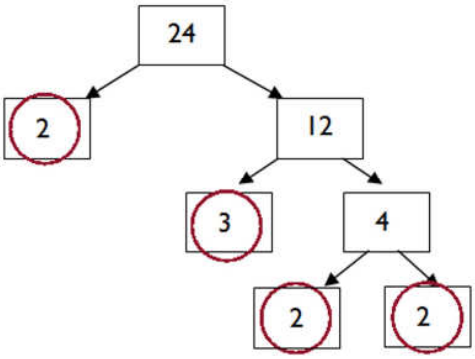


48 = 2 x 2 x 3 x 2 x 2

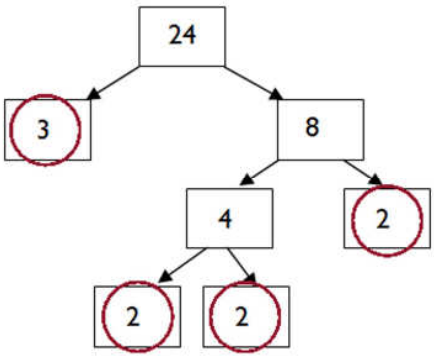


48 = 2 x 2 x 2 x 2 x 3

Draw two different factor trees for this number. Write the number sentence underneath.



24 = 2 x 3 x 3 x 2



48 = 3 x 2 x 2 x 2 x 2

Multiplication revision

1) 5 × 9 = 45
2) 5 × 3 = 15
3) 6 × 5 = 30
4) 10 × 7 = 70
5) 7 × 3 = 21
6) 10 × 2 = 20

Division revision

13) 90 ÷ 9 = 10
14) 50 ÷ 5 = 10
15) 36 ÷ 9 = 4
16) 45 ÷ 9 = 5
17) 42 ÷ 6 = 7
18) 21 ÷ 7 = 3

Addition revision

7) 4 + 4 = 8
8) 4 + 9 = 13
9) 8 + 7 = 15
10) 9 + 7 = 16
11) 9 + 3 = 12
12) 5 + 8 = 13

Subtraction revision

19) 13 – 3 = 10
20) 5 – 4 = 1
21) 19 – 10 = 9
22) 13 – 9 = 4
23) 9 – 7 = 2
24) 7 – 4 = 3

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Name: **Factor Trees: 9 [B]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

27

ANSWERS MY VARY

24 = 3 x 3 x 3

64

ANSWERS MY VARY

64 = 2 x 2 x 2 x 2 x 2 x 2

70

ANSWERS MY VARY

70 = 2 x 5 x 7

45

ANSWERS MY VARY

45 = 5 x 3 x 3

Multiplication revision

1) 3 × 7 = 21	6) 9 × 2 = 18
2) 10 × 2 = 20	7) 9 × 3 = 27
3) 8 × 7 = 56	8) 9 × 9 = 81
4) 3 × 3 = 9	9) 6 × 9 = 54
5) 8 × 6 = 48	10) 4 × 4 = 16

Division revision

11) 15 ÷ 5 = 3	16) 18 ÷ 9 = 2
12) 54 ÷ 9 = 6	17) 56 ÷ 8 = 7
13) 45 ÷ 5 = 9	18) 4 ÷ 2 = 2
14) 40 ÷ 4 = 10	19) 54 ÷ 6 = 9
15) 35 ÷ 5 = 7	20) 18 ÷ 3 = 6

Addition: Rainbow facts to 100

21) 92 + 8 = 100	26) 58 + 42 = 100
22) 48 + 52 = 100	27) 36 + 64 = 100
23) 63 + 37 = 100	28) 88 + 12 = 100
24) 68 + 32 = 100	29) 46 + 54 = 100
25) 25 + 75 = 100	30) 26 + 74 = 100

Subtraction: Rainbow facts to 100

31) 100 – 85 = 15	36) 100 – 78 = 22
32) 100 – 66 = 34	37) 100 – 77 = 23
33) 100 – 52 = 48	38) 100 – 43 = 57
34) 100 – 72 = 28	39) 100 – 65 = 35
35) 100 – 98 = 2	40) 100 – 31 = 69

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Name: **Factor Trees: 9 [C]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

21

ANSWERS MY VARY

21 = 3 x 7

40

ANSWERS MY VARY

40 = 5 x 2 x 2 x 2

50

ANSWERS MY VARY

50 = 5 x 2 x 5

80

ANSWERS MY VARY

80 = 2 x 2 x 2 x 2 x 5

Addition extension

1) 56 + 7 = 63
2) 37 + 10 = 47
3) 38 + 5 = 43
4) 57 + 5 = 62
5) 87 + 8 = 95
6) 30 + 6 = 36
7) 26 + 6 = 32
8) 59 + 5 = 64
9) 65 + 2 = 67
10) 29 + 1 = 30

Subtraction extension

11) 44 – 37 = 7
12) 94 – 93 = 1
13) 65 – 60 = 5
14) 46 – 41 = 5
15) 87 – 80 = 7
16) 48 – 40 = 8
17) 59 – 50 = 9
18) 80 – 75 = 5
19) 51 – 44 = 7
20) 90 – 89 = 1

Division revision with remainders

21) 7 ÷ 7 = 1 R0
22) 3 ÷ 4 = 0 R3
23) 36 ÷ 4 = 9 R0
24) 31 ÷ 3 = 10 R1
25) 50 ÷ 4 = 12 R2
26) 18 ÷ 7 = 2 R4
27) 34 ÷ 5 = 6 R4
28) 52 ÷ 7 = 7 R3
29) 20 ÷ 5 = 4 R0
30) 29 ÷ 8 = 3 R5
31) 19 ÷ 6 = 3 R1
32) 16 ÷ 8 = 2 R0
33) 29 ÷ 9 = 3 R2
34) 5 ÷ 5 = 1 R0
35) 27 ÷ 9 = 3 R0
36) 4 ÷ 3 = 1 R1
37) 45 ÷ 3 = 15 R0
38) 12 ÷ 3 = 4 R0
39) 31 ÷ 6 = 5 R1
40) 27 ÷ 7 = 3 R6

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Name: **Factor Trees: 9 [D]**

PROFESSOR PETE'S CLASSROOM

Draw factor trees for each of these numbers. Write the number sentence underneath.

55

ANSWERS MY VARY

55 = 5 x 11

30

ANSWERS MY VARY

30 = 3 x 2 x 5

68

ANSWERS MY VARY

68 = 2 x 2 x 17

16

ANSWERS MY VARY

16 = 2 x 2 x 2 x 2

Multiplication with decimals revision

1) 6 × 1.0 = 6.0
2) 8 × 0.8 = 6.4
3) 7 × 0.4 = 2.8
4) 6 × 0.5 = 3.0
5) 9 × 0.8 = 7.2
6) 6 × 0.7 = 4.2
7) 8 × 0.4 = 3.2
8) 7 × 0.6 = 4.2
9) 6 × 0.2 = 1.2
10) 5 × 0.6 = 3.0

Division with decimals revision

11) 5.0 ÷ 5 = 1.0
12) 2.7 ÷ 9 = 0.3
13) 2.4 ÷ 4 = 0.6
14) 4.9 ÷ 7 = 0.7
15) 7.2 ÷ 8 = 0.9
16) 5.4 ÷ 6 = 0.9
17) 4 ÷ 8 = 0.5
18) 3.6 ÷ 9 = 0.4
19) 6.4 ÷ 8 = 0.8
20) 3.2 ÷ 8 = 0.4

Addition extension

21) 59 + 4 = 63
22) 84 + 6 = 90
23) 51 + 4 = 55
24) 77 + 7 = 84
25) 40 + 6 = 46
26) 86 + 6 = 92
27) 44 + 8 = 52
28) 85 + 2 = 87
29) 70 + 6 = 76
30) 23 + 7 = 30

Subtraction extension

31) 35 – 7 = 28
32) 37 – 4 = 33
33) 96 – 8 = 88
34) 75 – 8 = 67
35) 67 – 5 = 62
36) 55 – 9 = 46
37) 26 – 5 = 21
38) 28 – 9 = 19
39) 92 – 1 = 91
40) 41 – 6 = 35

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 8: 8, 16, 24, 32, 40 — 10: 10, 20, 30, 40 — **40**

2) 12: 12 — 6: 6, 12 — **12**

3) 10: 10, 20, 30 — 6: 6, 12, 18, 24, 30 — **30**

4) 4: 4, 8, 12 — 6: 6, 12 — **12**

5) 8: 8, 16, 24, 32, 40, 48, 56, 64, 72 — 9: 9, 18, 27, 36, 45, 54, 63, 72 — **72**

6) 2: 2, 4, 6, 8 — 8: 8 — **8**

7) 5: 5, 10 — 10: 10 — **10**

8) 9: 9, 18, 27, 36, 45, 54, 63, 72 — 8: 8, 16, 24, 32, 40, 48, 56, 64, 72 — **72**

9) 7: 7, 14 — 2: 2, 4, 6, 8, 10, 12, 14 — **14**

10) 3: 3, 6 — 6: 6 — **6**

Find the Greatest Common Factor of each pair of numbers.

11) 80: 1, 2, 4, 5, 8, 10 — 10: 1, 2, 5, 10 — **10**

12) 12: 1, 2, 3, 4, 6 — 18: 1, 2, 3, 6 — **6**

13) 55: 1, 5, 11 — 22: 1, 2, 11 — **11**

14) 10: 1, 2, 5 — 85: 1, 5 — **5**

15) 12: 1, 2 — 34: 1, 2 — **2**

16) 51: 1, 3 — 21: 1, 3 — **3**

17) 49: 1, 7 — 77: 1, 7 — **7**

18) 22: 1, 2, 11 — 33: 1, 3, 11 — **11**

19) 90: 1, 2, 3, 5, 6, 9, 10 — 20: 1, 2, 4, 5, 10 — **10**

20) 28: 1, 2 — 62: 1, 2 — **2**

Draw factor trees for each of these numbers. Write the number sentence underneath.

60

ANSWERS MY VARY

60 = 2 x 3 x 2 x 5

28

ANSWERS MY VARY

28 = 2 x 2 x 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 10: 10 — 2: 2, 4, 6, 8, 10 — **10**

2) 9: 9, 18 — 6: 6, 12, 18 — **18**

3) 6: 6, 12, 18, 24, 30 — 10: 10, 20, 30 — **30**

4) 15: 15 — 5: 5, 10, 15 — **15**

5) 6: 6, 12, 18, 24, 30 — 10: 10, 20, 30 — **30**

6) 2: 2, 4, 6, 8 — 8: 8 — **8**

7) 5: 5, 10 — 10: 10 — **10**

8) 9: 9, 18, 27, 36, 45, 54, 63, 72 — 8: 8, 16, 24, 32, 40, 48, 56, 64, 72 — **72**

9) 7: 7, 14 — 2: 2, 4, 6, 8, 10, 12, 14 — **14**

10) 3: 3, 6 — 6: 6 — **6**

Find the Greatest Common Factor of each pair of numbers.

11) 49: 1, 7 — 56: 1, 2, 4, 7 — **7**

12) 35: 1, 5, 7 — 91: 1, 7 — **7**

13) 45: 1, 3, 5, 9, 15 — 15: 1, 3, 5, 15 — **15**

14) 68: 1, 2, 4 — 32: 1, 2, 4 — **4**

15) 96: 1, 2, 3, 4 — 92: 1, 2, 4 — **4**

16) 84: 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42 — 42: 1, 2, 3, 6, 7, 14, 21, 42 — **42**

17) 45: 1, 3, 5 — 55: 1, 5 — **5**

18) 10: 1, 2 — 56: 1, 2 — **2**

19) 33: 1, 3, 11 — 77: 1, 7, 11 — **11**

20) 88: 1, 2, 4, 8, 11 — 55: 1, 5, 11 — **11**

Draw factor trees for each of these numbers. Write the number sentence underneath.

42

ANSWERS MY VARY

42 = 2 x 3 x 7

62

ANSWERS MY VARY

62 = 2 x 31

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

Find the Lowest Common Multiple of each pair of numbers.

1) 4 — 4, 8, 12, 16, 20 — 20
10 — 10, 20

2) 2 — 2, 4, 6 — 6
3 — 3, 6

3) 7 — 7, 14 — 14
14 — 14

4) 20 — 20 — 20
5 — 5, 10, 15, 20

5) 9 — 9, 18 — 18
6 — 6, 12, 18

6) 10 — 10 — 10
2 — 2, 4, 6, 8, 10

7) 9 — 9, 18 — 18
6 — 6, 12, 18

8) 3 — 3, 6 — 6
6 — 6

9) 7 — 7, 14, 21, 28, 35, 42, 49, 56, 63 — 63
9 — 9, 18, 27, 36, 45, 54, 63

10) 9 — 9, 18, 27, 36, 45, 54, 63, 72 — 72
8 — 8, 16, 24, 32, 40, 48, 56, 64, 72

Find the Greatest Common Factor of each pair of numbers.

11) 65 — 1, 5 — 5
30 — 1, 2, 3, 5

12) 66 — 1, 2, 3, 6, 11 — 11
55 — 1, 5, 11

13) 52 — 1, 2, 4 — 4
96 — 1, 2, 3, 4

14) 22 — 1, 2 — 2
62 — 1, 2

15) 12 — 1, 2, 3 — 3
9 — 1, 3

16) 90 — 1, 2, 3, 5, 6, 9, 10, 15, 18 — 18
36 — 1, 2, 3, 4, 6, 9, 12, 18

17) 85 — 1, 5 — 5
95 — 1, 5

18) 65 — 1, 5 — 5
40 — 1, 2, 4, 5

19) 35 — 1, 5 — 5
55 — 1, 5

20) 45 — 1, 3, 5, 9, 15, 45 — 45
90 — 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45

Draw factor trees for each of these numbers. Write the number sentence underneath.

27

ANSWERS MY VARY

27 = 3 x 3 x 3

20

ANSWERS MY VARY

20 = 2 x 5 x 2

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **All Factors & Multiples Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Find the Lowest Common Multiple of each pair of numbers.

1) 4: 4, 8, 12 — 3: 3, 6, 9, 12 — **12**

2) 2: 2, 4, 6, 8, 10, 12, 14, 16, 18 — 9: 9, 18 — **18**

3) 5: 5, 10, 15, 20 — 4: 4, 8, 12, 16, 20 — **20**

4) 6: 6 — 2: 2, 4, 6 — **6**

5) 9: 9, 18, 27, 36, 45 — 5: 5, 10, 15, 20, 25, 30, 35, 40, 45 — **45**

6) 9: 9 — 3: 3, 6, 9 — **9**

7) 15: 15 — 3: 3, 6, 9, 12, 15 — **15**

8) 5: 5, 10, 15, 20, 25, 30, 35, 40 — 8: 8, 16, 24, 32, 40 — **40**

9) 8: 8, 16, 24 — 6: 6, 12, 18, 24 — **24**

10) 9: 9, 18, 27, 36 — 4: 4, 8, 12, 16, 20, 24, 28, 32, 36 — **36**

Find the Greatest Common Factor of each pair of numbers.

11) 33: 1, 3, 11 — 44: 1, 2, 4, 11 — **11**

12) 63: 1, 3, 7 — 28: 1, 2, 4, 7 — **7**

13) 39: 1, 3 — 90: 1, 2, 3 — **3**

14) 44: 1, 2, 4, 11 — 55: 1, 5, 11 — **11**

15) 70: 1, 2, 5, 7, 10 — 10: 1, 2, 5, 10 — **10**

16) 91: 1, 7 — 42: 1, 2, 3, 6, 7 — **7**

17) 90: 1, 2, 3, 5, 6 — 96: 1, 2, 3, 4, 6 — **6**

18) 30: 1, 2 — 34: 1, 2 — **2**

19) 28: 1, 2, 4, 7 — 77: 1, 7 — **7**

20) 7: 1, 7 — 21: 1, 3, 7 — **7**

Draw factor trees for each of these numbers. Write the number sentence underneath.

12

ANSWERS MY VARY

12 = 2 x 2 x 3

63

ANSWERS MY VARY

63 = 3 x 3 x 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 3: Factors and Multiples Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: **Check Up A**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross our the numbers that are not multiples of 2.
Circle the multiples of 4.

(16)	18	~~21~~	~~35~~	42	(88)
~~105~~	226	446	(480)	~~595~~	(700)

Cross our the numbers that are not multiples of 5.
Circle the multiples of 10.

~~14~~	15	25	(40)	55	~~57~~
~~104~~	(130)	~~149~~	~~172~~	195	(300)

Write the first 10 multiples

1) 4 = 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Write the multiples of 5:

2) Start at 15

15	20	25	30	35	40	45	50	55	60	65	70	75	80

Write the multiples of 2:

3) Start at 14

14	21	28	35	42	49	56	63	70	77	84	91	98	105

Addition: Rainbow facts to 100

4) 35 + 65 = 100
5) 79 + 21 = 100
6) 57 + 43 = 100
7) 55 + 45 = 100
8) 32 + 68 = 100
9) 54 + 46 = 100

Subtraction: Rainbow facts to 100

10) 100 – 60 = 40
11) 100 – 32 = 68
12) 100 – 76 = 24
13) 100 – 71 = 29
14) 100 – 42 = 58
15) 100 – 40 = 60

Multiplication revision

16) 4 × 9 = 36
17) 10 × 4 = 40
18) 10 × 5 = 50
19) 9 × 5 = 45
20) 3 × 7 = 21
21) 10 × 6 = 60

Division revision

22) 20 ÷ 2 = 10
23) 80 ÷ 8 = 10
24) 9 ÷ 3 = 3
25) 72 ÷ 9 = 8
26) 63 ÷ 7 = 9
27) 14 ÷ 7 = 2

2-digit numbers x 5

28) 24 × 5 = 120
29) 32 × 5 = 160
30) 82 × 5 = 410
31) 25 × 5 = 125
32) 45 × 5 = 225
33) 49 × 5 = 245
34) 28 × 5 = 140
35) 62 × 5 = 310

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up B**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 3.
Circle the multiples of 9.

15	~~16~~	~~26~~	(36)	42	~~88~~
264	336	(405)	435	411	(450)

Cross out the numbers that are not multiples of 11.

44	55	~~56~~	~~72~~	88	99
132	253	~~431~~	~~551~~	561	~~666~~

Write the first 10 multiples

1) 7 = 7, 14, 21, 28, 35, 42, 49, 56, 63, 70

Write the multiples of 7:

2) Start at 7

7	14	21	28	35	42	49	56	63	70	77	84

Write the multiples of 11:

3) Start at 11

11	22	33	44	55	66	77	88	99	110	121	132

Addition revision

4) 6 + 4 = 10
5) 3 + 8 = 11
6) 7 + 8 = 15
7) 6 + 5 = 11
8) 3 + 5 = 8
9) 8 + 5 = 13

Subtraction revision

10) 14 – 5 = 9
11) 12 – 7 = 5
12) 10 – 2 = 8
13) 9 – 7 = 2
14) 19 – 9 = 10
15) 15 – 6 = 9

Multiplication with decimals revision

16) 6 × 0.8 = 4.8
17) 9 × 0.8 = 7.2
18) 6 × 0.1 = 0.6
19) 7 × 0.6 = 4.2
20) 8 × 0.3 = 2.4
21) 6 × 0.4 = 2.4

Division with decimals revision

22) 1.1 ÷ 7 = 0.157
23) 4.0 ÷ 6 = 0.667
24) 0.9 ÷ 8 = 0.113
25) 0.7 ÷ 7 = 0.1
26) 4.8 ÷ 5 = 0.96
27) 3.7 ÷ 7 = 0.529

Division revision with remainders

28) 49 ÷ 7 = 7 R0
29) 1 ÷ 4 = 0 R1
30) 40 ÷ 6 = 6 R4
31) 36 ÷ 4 = 9 R0
32) 18 ÷ 7 = 2 R4
33) 3 ÷ 4 = 0 R3
34) 43 ÷ 5 = 8 R3
35) 42 ÷ 8 = 5 R2

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up C**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Cross out the numbers that are not multiples of 2.
Circle the multiples of 6.

~~15~~	(18)	(24)	34	~~41~~	~~83~~
~~187~~	122	(132)	242	(330)	800

Cross out the numbers that are not multiples of 2.
Circle the multiples of 8.

(16)	22	(24)	(48)	52	54
~~17~~	~~75~~	~~93~~	~~135~~	~~147~~	(400)

Write the multiples of 6:

1) Start at 6

6	12	18	24	30	36	42	48	54	60	66	72

Write the multiples of 8:

2) Start at 8

8	16	24	32	40	48	56	64	72	80	88	96

List the factors for each number.
Then circle all the prime numbers.

3) 16 = 1, 2, 4, 8, 16
4) 6 = 1, 2, 3, 6
5) 8 = 1, 2, 4, 8
6) 4 = 1, 2, 4
7) (7) = 1, 7
8) 24 = 1, 2, 3, 4, 6, 8, 12, 24
9) (3) = 1, 3
10) 28 = 1, 2, 4, 7, 14, 28

Multiplication and division revision

3) 4 × 4 = 16
4) 6 × 4 = 24
5) 10 × 3 = 30
6) 2 × 4 = 8
7) 3 × 7 = 21
8) 48 ÷ 6 = 8
9) 40 ÷ 4 = 10
10) 5 × 6 = 30

Addition and subtraction revision

11) 4 + 8 = 12
12) 10 – 4 = 6
13) 14 – 5 = 9
14) 9 + 3 = 12
15) 5 + 5 = 10
16) 6 + 7 = 13
17) 8 – 3 = 5
18) 3 + 3 = 6
19) 9 + 5 = 14
20) 11 – 3 = 8

Division revision with remainders

21) 36 ÷ 8 = 4 R4
22) 49 ÷ 6 = 8 R1
23) 17 ÷ 3 = 5 R2
24) 35 ÷ 4 = 8 R3
25) 43 ÷ 9 = 4 R7
26) 30 ÷ 3 = 10 R0
27) 17 ÷ 3 = 5 R2
28) 30 ÷ 4 = 7 R2

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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.

Name: **Check Up D**

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | **LCM** | GCF | Factor Trees | All

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 12: 12 — 4: 4, 8, 12 — **12**

2) 5: 5, 10, 15 — 15: 15 — **15**

3) 12: 12 — 6: 6, 12 — **12**

4) 6: 6, 12, 18, 24, 30 — 10: 10, 20, 30 — **30**

5) 12: 12, 24, 36, 48, 60 — 10: 10, 20, 30, 40, 50, 60 — **60**

Find the Greatest Common Factor of these pairs of numbers..

List the factors of each of the numbers. Stop when you have written all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

6) 33: 1, 3, 11 — 22: 1, 2, 11 — **11**

7) 70: 1, 2, 5 — 25: 1, 5 — **5**

8) 70: 1, 2, 5 — 75: 1, 3, 5 — **5**

9) 100: 1, 2, 4, 5, 10, 20, 25 — 25: 1, 5, 25 — **25**

10) 56: 1, 2, 4, 7, 8, 14 — 70: 1, 2, 5, 7, 10, 14 — **14**

Multiplication revision

11) 6 × 5 = 30
12) 6 × 4 = 24
13) 7 × 9 = 63
14) 4 × 9 = 36
15) 3 × 4 = 12
16) 10 × 4 = 40
17) 7 × 6 = 42
18) 4 × 6 = 24
19) 9 × 6 = 54
20) 6 × 9 = 54

Division revision

21) 70 ÷ 7 = 10
22) 54 ÷ 6 = 9
23) 72 ÷ 9 = 8
24) 20 ÷ 5 = 4
25) 12 ÷ 3 = 4
26) 32 ÷ 4 = 8
27) 35 ÷ 7 = 5
28) 24 ÷ 4 = 6
29) 8 ÷ 4 = 2
30) 36 ÷ 4 = 9

Division revision with remainders

31) 16 ÷ 3 = 5 R1
32) 15 ÷ 7 = 2 R1
33) 22 ÷ 9 = 2 R4
34) 20 ÷ 3 = 6 R2
35) 18 ÷ 7 = 2 R4
36) 15 ÷ 6 = 2 R3
37) 32 ÷ 3 = 10 R2
38) 7 ÷ 5 = 1 R2
39) 34 ÷ 5 = 6 R4
40) 51 ÷ 8 = 6 R3

Addition: Rainbow facts to 100

41) 50 + 50 = 100
42) 88 + 12 = 100
43) 81 + 19 = 100
44) 59 + 41 = 100
45) 68 + 32 = 100
46) 62 + 38 = 100
47) 57 + 43 = 100
48) 84 + 16 = 100
49) 93 + 7 = 100
50) 45 + 55 = 100

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples Worksheets". This Check Up is for assessment to be given upon completion of the 8D worksheet. The teacher should record each student's score and the time taken.

Name: **Check Up E**

PROFESSOR PETE'S CLASSROOM

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Draw the factor trees

45

ANSWERS MAY VARY

45 = 3 x 3 x 5

60

ANSWERS MAY VARY

60 = 2 x 2 x 3 x 5

25

ANSWERS MAY VARY

25 = 5 x 5

24

ANSWERS MAY VARY

24 = 2 x 2 x 2 x 3

Multiplication with decimals revision

1) 6 × 0.9 = 5.4
2) 7 × 0.6 = 4.2
3) 6 × 0.3 = 1.8
4) 6 × 0.5 = 3.0
5) 8 × 0.6 = 4.8
6) 8 × 0.9 = 7.2
7) 8 × 0.1 = 0.8
8) 9 × 0.1 = 0.9

Division with decimals revision

9) 3.2 ÷ 4 = 0.8
10) 4 ÷ 8 = 0.5
11) 3.6 ÷ 6 = 0.6
12) 5.4 ÷ 9 = 0.6
13) 6.4 ÷ 8 = 0.8
14) 2.7 ÷ 9 = 0.3
15) 4.2 ÷ 7 = 0.6
16) 2.8 ÷ 4 = 0.7

Division revision with remainders

17) 30 ÷ 6 = 5 R0
18) 49 ÷ 8 = 6 R1
19) 34 ÷ 5 = 6 R4
20) 3 ÷ 3 = 1 R0
21) 1 ÷ 6 = 0 R1
22) 16 ÷ 8 = 2 R0
23) 39 ÷ 3 = 13 R0
24) 54 ÷ 6 = 9 R0
25) 38 ÷ 5 = 7 R3
26) 5 ÷ 4 = 1 R1

Addition: Rainbow facts to 100

27) 27 + 73 = 100
28) 84 + 16 = 100
29) 67 + 33 = 100
30) 82 + 18 = 100
31) 64 + 36 = 100
32) 94 + 6 = 100
33) 56 + 44 = 100
34) 24 + 76 = 100
35) 40 + 60 = 100
36) 92 + 8 = 100

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 3: Factors & Multiples 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

2&4	5&10	3&9	7&11	6,8&12	Finding Factors	LCM	GCF	Factor Trees	All

Multiples of 2:

Even numbers: ending with 2, 4, 6, 8 or 0 ones.
e.g. 56: 6 is even so 56 is a multiple of 2.

Multiples of 4:

Even numbers that are divisible by 2 twice.
e.g. 76: half of 76 is 38, which is even, so 76 is a multiple of 4.
For numbers over 100; (the hundreds are always divisible by four) only the tens and ones need be considered.
e.g. 348: 48 is a divisible by 4, so 348 is a multiple of 4.

Cross our the numbers that are not multiples of 2.
Circle the multiples of 4.

2	~~5~~	(4)	(8)	~~9~~	~~11~~
(12)	(16)	(20)	(24)	(28)	34
~~35~~	~~47~~	(48)	~~67~~	82	~~93~~
~~121~~	(160)	~~145~~	(500)	702	(800)

Write the first 10 multiples

1) 4 = 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Write the multiples of 2:

2) Start from 48

48	50	52	54	56	58	60	62	64	66	68	70	72	74

3) Start from 284

284	286	288	290	292	294	296	298	300	302	304	306	308	310

Multiplication revision

4) 10 × 5 = 50
5) 5 × 7 = 35
6) 8 × 3 = 24
7) 7 × 4 = 28
8) 5 × 4 = 20
9) 7 × 2 = 14

Division revision

16) 80 ÷ 8 = 10
17) 36 ÷ 9 = 4
18) 32 ÷ 8 = 4
19) 8 ÷ 2 = 4
20) 40 ÷ 5 = 8
21) 49 ÷ 7 = 7

Addition revision

10) 6 + 4 = 10
11) 8 + 5 = 13
12) 4 + 9 = 13
13) 3 + 9 = 12
14) 4 + 4 = 8
15) 5 + 8 = 13

Subtraction revision

22) 7 – 5 = 2
23) 5 – 3 = 2
24) 10 – 3 = 7
25) 19 – 10 = 9
26) 9 – 4 = 5
27) 15 – 9 = 6

PROFESSOR PETE'S CLASSROOM

Multiples of 10:

All multiples of 10 have 0 ones.
e.g. 40: ends in zero so 40 is a multiple of 10.

Multiples of 5:

All multiples of 5 have 0 or 5 ones.
e.g. 345: ends in 5, so 345 is a multiple of 5. 670 ends in 0 so 670 is a multiple of 5 and also a multiple of 10.

Cross our the numbers that are not multiples of 5.
Circle the multiples of 10.

5	~~8~~	~~9~~	(10)	15	~~17~~
~~24~~	~~26~~	(40)	~~48~~	~~49~~	(50)
65	~~68~~	(70)	(80)	85	~~99~~
(100)	135	~~146~~	(210)	245	(600)

Write the multiples of 5:

1) Start at 65

65	70	75	80	85	90	95	100	105	110	115	120	125	130

Write the multiples of 10:

2) Start at 260

260	270	280	290	300	310	320	330	340	350	360	370	380	390

Multiplication revision

3) 7 × 2 = 14
4) 5 × 4 = 20
5) 4 × 9 = 36
6) 7 × 3 = 21
7) 3 × 6 = 18
8) 9 × 4 = 36
9) 4 × 4 = 16
10) 7 × 7 = 49

Division revision

11) 63 ÷ 9 = 7
12) 15 ÷ 3 = 5
13) 40 ÷ 8 = 5
14) 16 ÷ 4 = 4
15) 64 ÷ 8 = 8
16) 35 ÷ 5 = 7
17) 45 ÷ 5 = 9
18) 72 ÷ 8 = 9

Addition extension

19) 85 + 6 = 91
20) 71 + 3 = 74
21) 80 + 3 = 83
22) 66 + 3 = 69
23) 81 + 7 = 88
24) 74 + 6 = 80
25) 56 + 4 = 60
26) 82 + 5 = 87

Subtraction extension

27) 93 – 87 = 6
28) 88 – 81 = 7
29) 70 – 63 = 7
30) 50 – 48 = 2
31) 76 – 73 = 3
32) 90 – 88 = 2
33) 84 – 78 = 6
34) 67 – 67 = 0

PROFESSOR PETE'S CLASSROOM

Multiples of 3:

The sum of the digits is 3 or another multiple of 3.

Multiples of 9:

The sum of the digits is a multiple of 9.

e.g. 72: (7+2=9) 693: (6+9+3=18) 18 is a multiple of 9 so 693 is a multiple of 9.

Cross out the numbers that are not multiples of 3. Circle the multiples of 9.

~~5~~	(9)	12	~~14~~	~~16~~	(18)
21	(27)	~~29~~	30	~~35~~	(36)
39	(54)	~~59~~	66	~~71~~	(81)
~~83~~	~~85~~	~~92~~	~~121~~	(153)	354

Write the multiples of 3:

1) Start at 30

30	33	36	39	42	45	48	51	54	57	60	63	66	69

Write the multiples of 9:

2) Start at 9

9	18	27	36	45	54	63	72	81	90	99	108	117	126

Addition: Rainbow facts to 100

3) 55 + 45 = 100
4) 44 + 56 = 100
5) 54 + 46 = 100
6) 36 + 64 = 100
7) 34 + 66 = 100
8) 25 + 75 = 100
9) 16 + 84 = 100
10) 57 + 43 = 100
11) 35 + 65 = 100
12) 47 + 53 = 100

Subtraction: Rainbow facts to 100

13) 100 – 86 = 14
14) 100 – 47 = 53
15) 100 – 2 = 98
16) 100 – 21 = 79
17) 100 – 26 = 74
18) 100 – 25 = 75
19) 100 – 11 = 89
20) 100 – 45 = 55
21) 100 – 32 = 68
22) 100 – 66 = 34

Division revision with remainders

23) 53 ÷ 5 = 10 R3
24) 8 ÷ 4 = 2 R0
25) 16 ÷ 7 = 2 R2
26) 47 ÷ 8 = 5 R7
27) 8 ÷ 3 = 2 R2
28) 16 ÷ 6 = 2 R4
29) 2 ÷ 5 = 0 R2
30) 31 ÷ 4 = 7 R3
31) 5 ÷ 6 = 0 R5
32) 9 ÷ 6 = 1 R3
33) 31 ÷ 7 = 4 R3
34) 34 ÷ 7 = 4 R6
35) 37 ÷ 5 = 7 R2
36) 35 ÷ 6 = 5 R5
37) 17 ÷ 6 = 2 R5
38) 40 ÷ 6 = 6 R4

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | **7&11** | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Write the multiples of 11:

1) Start at 33

33	44	55	66	77	88	99	110	121	132	143	154	165	176

Write the multiples of 7:

2) Start at 7

7	14	21	28	35	42	49	56	63	70	77	84	91	98

Write the multiples of 4:

3) Start at 40

40	44	48	52	56	60	64	68	72	76	80	84	88	92

Division revision with remainders

4) 12 ÷ 5 = 2 R2
5) 32 ÷ 3 = 10 R2
6) 32 ÷ 8 = 4 R0
7) 28 ÷ 5 = 5 R3
8) 10 ÷ 8 = 1 R2
9) 23 ÷ 5 = 4 R3
10) 31 ÷ 4 = 7 R3
11) 40 ÷ 4 = 10 R0
12) 2 ÷ 8 = 0 R2
13) 20 ÷ 3 = 6 R2
14) 18 ÷ 7 = 2 R4
15) 11 ÷ 7 = 1 R4
16) 3 ÷ 6 = 0 R3
17) 85 ÷ 9 = 9 R4
18) 27 ÷ 7 = 3 R6
19) 65 ÷ 9 = 7 R2
20) 32 ÷ 7 = 4 R4
21) 32 ÷ 5 = 6 R2
22) 73 ÷ 8 = 9 R1
23) 38 ÷ 6 = 6 R2

Multiplication revision

24) 4 × 5 = 20
25) 8 × 9 = 72
26) 3 × 7 = 21
27) 9 × 4 = 36
28) 9 × 5 = 45
29) 9 × 7 = 63
30) 10 × 5 = 50
31) 8 × 8 = 64
32) 4 × 7 = 28
33) 7 × 9 = 63

Division revision

44) 72 ÷ 8 = 9
45) 36 ÷ 4 = 9
46) 42 ÷ 6 = 7
47) 18 ÷ 2 = 9
48) 14 ÷ 7 = 2
49) 80 ÷ 8 = 10
50) 30 ÷ 6 = 5
51) 16 ÷ 4 = 4
52) 27 ÷ 3 = 9
53) 35 ÷ 5 = 7

Addition revision

34) 9 + 5 = 14
35) 5 + 5 = 10
36) 8 + 3 = 11
37) 9 + 9 = 18
38) 7 + 5 = 12
39) 6 + 3 = 9
40) 6 + 5 = 11
41) 5 + 3 = 8
42) 8 + 4 = 12
43) 10 + 9 = 19

Subtraction revision

54) 8 – 3 = 5
55) 3 – 2 = 1
56) 7 – 6 = 1
57) 6 – 3 = 3
58) 12 – 7 = 5
59) 15 – 7 = 8
60) 20 – 10 = 10
61) 13 – 5 = 8
62) 6 – 5 = 1
63) 14 – 9 = 5

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | **6,8&12** | Finding Factors | LCM | GCF | Factor Trees | All

Write the multiples of 12:

1) Start at 12

12	24	36	48	60	72	84	96	108	120	132	144	156	168

Write the multiples of 6:

2) Start at

6	12	18	24	30	36	42	48	54	60	66	72	78	84

Write the multiples of 8:

3) Start at 8

8	16	24	32	40	48	56	64	72	80	88	96	104	112

Addition revision

4) 9 + 7 = 16
5) 4 + 8 = 12
6) 7 + 8 = 15
7) 7 + 5 = 12
8) 4 + 5 = 9
9) 8 + 7 = 15
10) 5 + 8 = 13
11) 5 + 4 = 9

Subtraction revision

12) 10 – 1 = 9
13) 19 – 9 = 10
14) 13 – 9 = 4
15) 10 – 5 = 5
16) 8 – 2 = 6
17) 17 – 10 = 7
18) 3 – 2 = 1
19) 14 – 6 = 8

Multiplication with decimals revision

20) 6 × 0.8 = 4.8
21) 12 × 0.6 = 7.2
22) 8 × 0.1 = 0.8
23) 8 × 0.4 = 3.2
24) 6 × 0.7 = 4.2
25) 8 × 0.4 = 3.2
26) 6 × 0.9 = 5.4
27) 12 × 0.5 = 6.0

Division with remainders revision

40) 20 ÷ 6 = 3 R2
41) 32 ÷ 6 = 5 R2
42) 5 ÷ 6 = 0 R5
43) 9 ÷ 6 = 1 R3
44) 22 ÷ 8 = 2 R6
45) 25 ÷ 8 = 3 R1
46) 47 ÷ 6 = 7 R5
47) 54 ÷ 8 = 6 R6

Turn arounds

28) 2 × 6 = 12
29) 4 × 6 = 24
30) 3 × 6 = 18
31) 8 × 6 = 48
32) 0 × 6 = 0
33) 1 × 6 = 6
34) 10 × 6 = 60
35) 7 × 6 = 42
36) 6 × 6 = 36
37) 5 × 6 = 30
38) 9 × 6 = 54
39) 6 × 6 = 36

Fractions with extension

48) $\frac{1}{6}$ of 72 = 12
49) $\frac{1}{6}$ of 24 = 4
50) $\frac{1}{8}$ of 64 = 8
51) $\frac{1}{6}$ of 6 = 1
52) $\frac{1}{6}$ of 24 = 4
53) $\frac{1}{8}$ of 80 = 10
54) $\frac{1}{8}$ of 24 = 3
55) $\frac{1}{8}$ of 80 = 10
56) $\frac{1}{8}$ of 72 = 9
57) $\frac{1}{8}$ of 24 = 3

PROFESSOR PETE'S CLASSROOM

Factors:

A whole number that divides evenly into another whole number is called a factor of that number.
A number that is a multiple has a corresponding factor.

List the factors for each number.

e.g. 15 1, 3, 5, 15

Every factor should have a corresponding matching factor. To find these factors divide the number by the smaller factors. e.g. 42 has a factor of 2. Divide 42 by 2 and you will have the corresponding factor 21.

1) 8 = 1, 2, 4, 8
2) 44 = 1, 2, 4, 11, 22, 44
3) 7 = 1, 7
4) 2 = 1, 2
5) 20 = 1, 2, 4, 5, 10, 20
6) 75 = 1, 3, 5, 15, 25, 75
7) 42 = 1, 2, 3, 6, 7, 14, 21, 42
8) 68 = 1, 2, 4, 17, 34, 68
9) 72 = 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72
10) 90 = 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45, 90

List the factors for each of these numbers.

29) 44 = 1, 2, 4, 11, 22, 44
30) 5 = 1, 5
31) 11 = 1, 11
32) 3 = 1, 3
33) 27 = 1, 3, 9, 27
34) 45 = 1, 3, 5, 9, 15, 45
35) 28 = 1, 2, 4, 7, 14, 28
36) 21 = 1, 3, 7, 21
37) 4 = 1, 2, 4
38) 86 = 1, 2, 43, 86
39) 40 = 1, 2, 4, 5, 8, 10, 20, 40
40) 54 = 1, 2, 3, 6, 9, 18, 27, 54

Addition and subtraction revision

11) 7 – 4 = 3
12) 8 + 4 = 12
13) 9 – 8 = 1
14) 7 – 7 = 0
15) 10 + 9 = 19
16) 10 – 4 = 6
17) 3 + 4 = 7
18) 10 + 8 = 18
19) 7 + 5 = 12
20) 7 – 3 = 4
21) 3 – 3 = 0
22) 5 + 3 = 8
23) 9 + 4 = 13
24) 4 + 3 = 7
25) 6 – 4 = 2
26) 4 + 5 = 9
27) 7 + 4 = 11
28) 4 – 4 = 0

Multiplication and division revision

41) 10 × 4 = 40
42) 9 ÷ 3 = 3
43) 63 ÷ 7 = 9
44) 3 × 6 = 18
45) 36 ÷ 9 = 4
46) 56 ÷ 8 = 7
47) 5 × 2 = 10
48) 18 ÷ 2 = 9
49) 4 × 3 = 12
50) 42 ÷ 7 = 6
51) 6 × 7 = 42
52) 18 ÷ 3 = 6
53) 3 × 8 = 24
54) 20 ÷ 4 = 5
55) 21 ÷ 7 = 3
56) 9 × 7 = 63
57) 8 ÷ 2 = 4
58) 4 × 7 = 28

Lowest Common Multiple (LCM):

This is the smallest number that is a multiple of two or more numbers.
To find the LCM of two or more numbers, list the multiples of both numbers and stop when you find a multiple in both lists. This is the LCM.

List the multiples of each of the numbers.

You can stop once you find a multiple that is common to both of the numbers - the LCM. Write it on the single line on the right.

1) 8: 8, 16, 24, 32, 40 — 40
10: 10, 20, 30, 40

2) 10: 10 — 10
5: 5, 10

3) 4: 4, 8, 12, 16, 20 — 20
5: 5, 10, 15, 20

4) 4: 4, 8, 12 — 12
3: 3, 6, 9, 12

5) 6: 6, 12, 18, 24 — 24
8: 8, 16, 24

6) 4: 4, 8, 12 — 12
12: 12

7) 6: 6, 12, 18, 24, 30 — 30
10: 10, 20, 30

8) 9: 9, 18, 27, 36 — 36
12: 12, 24, 36

9) 2: 2, 4, 6, 8, 10, 12 — 12
12: 12

10) 8: 8, 16, 24, 32, 40 — 40
5: 5, 10, 15, 20, 25, 30, 35, 40

Multiplication revision

11) 5 × 9 = 45
12) 9 × 7 = 63
13) 6 × 5 = 30
14) 4 × 8 = 32
15) 4 × 6 = 24
16) 5 × 7 = 35
17) 9 × 8 = 72
18) 4 × 4 = 16
19) 5 × 5 = 25
20) 10 × 8 = 80

Division revision

21) 40 ÷ 4 = 10
22) 16 ÷ 2 = 8
23) 12 ÷ 6 = 2
24) 50 ÷ 5 = 10
25) 80 ÷ 8 = 10
26) 45 ÷ 9 = 5
27) 60 ÷ 6 = 10
28) 56 ÷ 7 = 8
29) 8 ÷ 2 = 4
30) 8 ÷ 4 = 2

Division revision with remainders

31) 31 ÷ 7 = 4 R3
32) 18 ÷ 6 = 3 R0
33) 23 ÷ 5 = 4 R3
34) 51 ÷ 5 = 10 R1
35) 13 ÷ 2 = 6 R1
36) 42 ÷ 6 = 7 R0
37) 26 ÷ 7 = 3 R5
38) 29 ÷ 7 = 4 R1
39) 12 ÷ 3 = 4 R0
40) 40 ÷ 4 = 10 R0
41) 33 ÷ 5 = 6 R3
42) 5 ÷ 3 = 1 R2
43) 21 ÷ 3 = 7 R0
44) 31 ÷ 5 = 6 R1
45) 44 ÷ 6 = 7 R2
46) 27 ÷ 3 = 9 R0
47) 14 ÷ 9 = 1 R5
48) 29 ÷ 3 = 9 R2
49) 9 ÷ 5 = 1 R4
50) 22 ÷ 5 = 4 R2

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | **GCF** | Factor Trees | All

Greatest Common Factor (GCF):

The Greatest Common Factor (GCF) of two or more numbers is the largest number that will divide both numbers evenly.

Find the Greatest Common Factor of these pairs of numbers.

List the factors of each of the numbers.
e.g. 12 2, 3, 4, 6, 12
6 2, 3, 6
Write all the factors. The largest number that is in both lists is the GCF. Write the GCF on the single line on the right.

1) 44 1, 2, 4, 11 — 11
55 1, 5, 11

2) 45 1, 3, 5, 9 — 9
81 1, 3, 9

3) 40 1, 2, 4, 5, 8, 10, 20 — 20
60 1, 2, 3, 4, 5, 6, 10, 12, 15, 20

4) 70 1, 2, 5, 7, 10, 14, 35 — 35
35 1, 5, 7, 35

5) 42 1, 2, 3, 6, 7 — 7
7 1, 7

6) 60 1, 2, 3, 4, 5, 6, 10, 12 — 12
24 1, 2, 3, 4, 6, 8, 12

7) 55 1, 5, 11 — 11
88 1, 2, 4, 8, 11

8) 15 1, 3 — 3
18 1, 2, 3

9) 65 1, 5 — 5
35 1, 5

10) 33 1, 3 — 3
90 1, 2, 3

Multiplication revision

11) 8 × 7 = 56
12) 8 × 9 = 72
13) 5 × 6 = 30
14) 4 × 3 = 12
15) 8 × 8 = 64
16) 6 × 9 = 54
17) 8 × 4 = 32
18) 10 × 4 = 40
19) 7 × 4 = 28
20) 6 × 8 = 48

Division revision

21) 9 ÷ 3 = 3
22) 36 ÷ 4 = 9
23) 21 ÷ 7 = 3
24) 8 ÷ 4 = 2
25) 70 ÷ 7 = 10
26) 16 ÷ 2 = 8
27) 81 ÷ 9 = 9
28) 36 ÷ 6 = 6
29) 18 ÷ 2 = 9
30) 10 ÷ 2 = 5

Addition extension

31) 41 + 8 = 49
32) 81 + 8 = 89
33) 37 + 8 = 45
34) 34 + 8 = 42
35) 60 + 8 = 68
36) 51 + 9 = 60
37) 63 + 8 = 71
38) 32 + 8 = 40
39) 31 + 9 = 40
40) 43 + 8 = 51

Subtraction extension

41) 71 – 6 = 65
42) 88 – 2 = 86
43) 74 – 3 = 71
44) 39 – 5 = 34
45) 39 – 4 = 35
46) 36 – 4 = 32
47) 41 – 3 = 38
48) 24 – 7 = 17
49) 37 – 8 = 29
50) 65 – 7 = 58

PROFESSOR PETE'S CLASSROOM

Draw the factor trees.

70

ANSWERS MAY VARY

70 = 2 x 5 x 7

40

ANSWERS MAY VARY

40 = 2 x 2 x 2 x 5

Find the lowest common multiple.

1) 6: 6, 12, 18 — 18
   9: 9, 18

2) 12: 12, 24 — 24
   8: 8, 16, 24

3) 5: 5, 10, 15, 20, 25, 30, 35 — 35
   7: 7, 14, 21, 28, 35

4) 8: 8 — 8
   4: 4, 8

5) 12: 12 — 12
   2: 2, 4, 6, 8, 10, 12

Find the greatest common factor.

6) 60: 1, 2, 3, 4, 5, 6, 10, 12, 15, 20 — 20
   20: 1, 2, 4, 5, 10, 20

7) 78: 1, 2 — 2
   14: 1, 2

8) 28: 1, 2, 4, 7 — 7
   63: 1, 3, 7

9) 70: 1, 2, 5, 7, 10, 14, 35 — 35
   35: 1, 5, 7, 35

10) 36: 1, 2, 3, 4, 6, 9 — 9
    27: 1, 3, 9

Multiplication

11) 4 × 4 = 16
12) 8 × 5 = 40
13) 6 × 8 = 48
14) 3 × 9 = 27
15) 10 × 7 = 70
16) 6 × 7 = 42
17) 6 × 5 = 30
18) 8 × 2 = 16
19) 10 × 3 = 30
20) 3 × 4 = 12
21) 10 × 5 = 50
22) 3 × 5 = 15

Division

23) 63 ÷ 7 = 9
24) 56 ÷ 8 = 7
25) 42 ÷ 7 = 6
26) 36 ÷ 4 = 9
27) 28 ÷ 4 = 7
28) 35 ÷ 5 = 7
29) 16 ÷ 4 = 4
30) 40 ÷ 8 = 5
31) 49 ÷ 7 = 7
32) 12 ÷ 4 = 3
33) 40 ÷ 5 = 8
34) 18 ÷ 6 = 3

PROFESSOR PETE'S CLASSROOM

2&4 | 5&10 | 3&9 | 7&11 | 6,8&12 | Finding Factors | LCM | GCF | Factor Trees | All

Draw the factor trees

60

ANSWERS MAY VARY

60 = 2 x 2 x 3 x 5

21

ANSWERS MAY VARY

21 = 3 x 7

Find the lowest common multiple.

1) 12: 12, 24, 36 — 36
   9: 9, 18, 27, 36

2) 12: 12 — 12
   3: 3, 6, 9, 12

3) 10: 10, 20 — 20
   4: 4, 8, 12, 16, 20

4) 6: 6, 12 — 12
   12: 12

5) 6: 6, 12, 18 — 18
   9: 9, 18

Find the greatest common factor.

6) 49: 1, 7 — 7
   56: 1, 2, 4, 7

7) 63: 1, 3, 7 — 7
   56: 1, 2, 4, 7

8) 10: 1, 2, 5 — 5
   45: 1, 3, 5

9) 25: 1, 5 — 5
   60: 1, 2, 3, 4, 5

10) 54: 1, 2 — 2
    70: 1, 2

Multiplication

11) 10 × 8 = 80
12) 9 × 4 = 36
13) 7 × 8 = 56
14) 5 × 3 = 15
15) 8 × 5 = 40
16) 3 × 6 = 18
17) 4 × 5 = 20
18) 9 × 6 = 54
19) 3 × 3 = 9
20) 9 × 9 = 81
21) 9 × 8 = 72
22) 8 × 7 = 56

Division

23) 15 ÷ 5 = 3
24) 21 ÷ 7 = 3
25) 63 ÷ 7 = 9
26) 36 ÷ 6 = 6
27) 45 ÷ 9 = 5
28) 56 ÷ 7 = 8
29) 63 ÷ 9 = 7
30) 30 ÷ 5 = 6
31) 35 ÷ 5 = 7
32) 49 ÷ 7 = 7
33) 28 ÷ 7 = 4
34) 42 ÷ 7 = 6

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