

# Arithmetic Facts – Speed Sheets

## Notes for the Teacher:

- What grade level? These sheets are designed for 5th grade, although they could be used in 4<sup>th</sup> grade, or even as late as 7th grade.
- Prerequisites. The sheets in this set are merely intended to review and polish what has already been learned, and to increase the speed with which the students do calculations. Before doing these sheets, it is important that the students have learned the math facts by heart, which is the intention of the other two sets of math fact practice sheets: (1) *Third Grade Arithmetic Facts Practice Sheets*, and (2) *Fourth Grade Arithmetic Facts Review Sheets*.
- Weekly practice. If all of the math facts have been adequately learned by heart, then the sheets found here should be used two or three times per week. Each sheet has 60 problems, and is an even mix of addition, subtraction, multiplication and division that the students should do with ease in their head. There are 60 sheets in total. If the class finishes all 60 sheets, then you can start again from the beginning.
- How to use these sheets.
  - This should be fun and easy for the students. If successful, it will build their confidence.
  - It is important to make sure that these sheets don't become torture for the students.
  - These sheets are *not* intended to help kids memorize their math facts. Those students who don't yet know their math facts should be working daily on memorizing them by using flashcards, etc.
  - The purpose is for the kids to increase their calculation speed. They will likely double or triple their speed, if it is done regularly (e.g., two or three times per week) throughout the year.
  - Talk with the students about why they shouldn't compare themselves to others. The goal is for each individual student to improve.
  - We recommend giving the class exactly 2½ or 3 minutes to work on a sheet; they get as far as they can in that time. Those who can finish the entire sheet, can time themselves. For the purpose of timing, try to start exactly when the classroom clock's second hand is on the 12. At the end, quickly read the answers aloud. The students should mark how many problems they got correct.
  - The whole picture. The problems listed here on a particular sheet are only a part of a day's math practice, which should only take about five minutes of class time. **It would be very unfortunate if daily math practice consisted of nothing more than the 30 arithmetic facts practice problems that appear on these sheets.**
  - The elements of math practice. The following list shows some of the aspects to consider when planning math practice for the day.
    - *Arithmetic facts speed sheets.* This one of the sheets from the following pages. (about 5 minutes)
    - *Mental arithmetic.* The teacher may decide to read the first 6 problems orally.
    - *Extra math practice problems.* There should be a few problems that the teacher comes up with and writes on the board. The students copy them into their practice books and work out the answers. These problems also include practice and review of material covered in previous math blocks. (Takes 20-25 minutes if the class is in a math block, otherwise only 5 minutes.)
    - *Challenge problems.* It is important that the last few problems (that the teacher adds on) be more challenging in order to keep the "quicker" students fully engaged.

Arithmetic Facts **Speed Sheets** – **Sheet #42**

$72+9=$  \_\_\_

$72\div 6=$  \_\_\_

$6\times 7=$  \_\_\_

$56-9=$  \_\_\_

$96\div 8=$  \_\_\_

$10\times 2=$  \_\_\_

$110\div 11=$  \_\_\_

$45+6=$  \_\_\_

$22-17=$  \_\_\_

$54\div 9=$  \_\_\_

$32\div 4=$  \_\_\_

$70\div 10=$  \_\_\_

$6\times 7=$  \_\_\_

$89+6=$  \_\_\_

$46-40=$  \_\_\_

$62-54=$  \_\_\_

$84-7=$  \_\_\_

$56-47=$  \_\_\_

$16+4=$  \_\_\_

$12\times 8=$  \_\_\_

$10\times 6=$  \_\_\_

$52-7=$  \_\_\_

$10\times 3=$  \_\_\_

$33+3=$  \_\_\_

$66\div 11=$  \_\_\_

$12\times 12=$  \_\_\_

$70\div 7=$  \_\_\_

$18\div 3=$  \_\_\_

$78+2=$  \_\_\_

$63\div 9=$  \_\_\_

$36-8=$  \_\_\_

$52-5=$  \_\_\_

$43-35=$  \_\_\_

$28+9=$  \_\_\_

$71+9=$  \_\_\_

$144\div 12=$  \_\_\_

$8\times 3=$  \_\_\_

$11\times 2=$  \_\_\_

$7\times 7=$  \_\_\_

$12\times 11=$  \_\_\_

$108\div 12=$  \_\_\_

$63\div 9=$  \_\_\_

$8\times 4=$  \_\_\_

$93+9=$  \_\_\_

$47+4=$  \_\_\_

$19+8=$  \_\_\_

$22-14=$  \_\_\_

$53+7=$  \_\_\_

$23-5=$  \_\_\_

$43-36=$  \_\_\_

$84\div 12=$  \_\_\_

$70-62=$  \_\_\_

$8\times 10=$  \_\_\_

$44-9=$  \_\_\_

$81+1=$  \_\_\_

$36\div 4=$  \_\_\_

$18+8=$  \_\_\_

$14+9=$  \_\_\_

$12\times 9=$  \_\_\_

$10\times 2=$  \_\_\_