50 Fill-In Math Word Problems
MULTIPLICATION & DIVISION
Grades 2–4

by Bob Krech and Joan Novelli
Thanks to Andrew and Faith for laughing
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## Fill-in Math Word Problems

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About This Book

When we learn to read, we learn to recognize the letters of the alphabet, we practice letter-sound relationships, and we learn punctuation, but what it’s all about is eventually being able to read text. A similar situation exists in math. We learn to recognize and write numerals, what the symbols mean, and operations such as addition, subtraction, multiplication, and division, but what it’s all about is what you can do with these skills—applying what you know to solve problems. 50 Fill-In Math Word Problems: Multiplication & Division provides lots of funny stories to fill in—and some very interesting problems to solve.

What Are Fill-In Math Word Problems?

A fill-in math word problem is a funny story with a math problem waiting to happen. Most of the word problem is already supplied, but a few key words have been removed and replaced with blanks, just like in some other word games. Students fill in those blanks with missing nouns, adjectives, verbs, and other types of words. The difference is that this game is missing some numbers as well. When students supply the missing numbers along with the words, they suddenly have a wacky, math word problem that’s fun to read and solve!

Why Use Fill-In Math Word Problems?

Traditional math word problems can provide a meaningful context for students to apply their skills, but sometimes the problems can be a bit boring. Remember trying to figure out when the two trains would pass each other? That won’t happen with 50 Fill-In Math Word Problems. Students help create these wacky word problems, which provide for plenty of good problem-solving practice with grade-appropriate multiplication and division skills. Have fun while doing math? Absolutely!
Teaching With Fill-In Math Word Problems

You can choose a fill-in story to use with the entire class, or select as many different stories as needed to support different needs. For instance, you might have some students who would benefit from practice with basic multiplication facts, while others may be ready for the challenge of double-digit division. (For connections to the math standards, see Meeting the Math Standards, page 12.) Whatever the need, there is a set of fill-in stories to support it. The stories in this book are organized by skills as follows:

- Multiplication With Factors From 2 to 5
- Multiplication With Factors From 6 to 9
- Single-Digit Divisors
- Single-Digit Divisors and Double-Digit Dividends
- Single- and Double-Digit Divisors and Double-Digit Dividends
- Double-Digit Divisors and Triple-Digit Dividends
- Mixed Multiplication and Division

Teaching Tips

When teaching with the stories in this book, be sure to review and reinforce the following strategies with students.

- When comparing numbers—for example, to see which one is greater—write down the numbers one on top of the other, with the digits aligned, in order to make an accurate visual comparison.

- When performing operations (multiplication or division), align digits properly to avoid mistakes in computation.

- When solving equations, check the final answer and ask yourself if it makes sense. The “number-sense” check helps. When doing a number-sense check, round the numbers in question to get a good, reasonable estimate of what the answer should be. This provides a point of comparison to determine whether the actual answer does, indeed, make sense. (For more problem-solving strategies, see Teaching Problem-Solving Skills: The Fantastic Five-Step Process, page 9.)
Modeling the Process

Before expecting students to do the stories on their own, model how to complete a story and solve the problem. Use an overhead to project the story so students can follow along. Invite a student to help you out, and follow these steps:

1. Starting at the beginning of the story, read aloud only the prompts for the fill-ins—for instance, “noun.” Have your helper suggest a word (or number) that fits—for example, skateboard. Fill in the blanks as you go to complete the story.

2. When you have filled in all of the blanks, read aloud the story, beginning with the title.

3. Read aloud “Solve This!” and think aloud as you use information from the story to solve the problem. (This is a good time to model how to use the Fantastic Five-Step Process in your think aloud. See page 9 for more information.)

How to Fill In the Blanks

Each fill-in math story requires students to fill in a set of words and numbers to complete the story. They will then use some of the information they provide to solve the problem. Following is more detailed information about how to fill in the blanks.

Choosing Words

From singular and plural nouns to verbs and adjectives, different kinds of words are required to fill in the blanks of the stories. Review each type of word with students, using the Word Choice Chart (page 13) as a guide. To help students create their own handy references, have them complete the third column of their chart with additional examples of each type of fill-in. They can refer to this when completing stories as a reminder of what kinds of words they can use. You might also consider transferring the descriptions and examples to a wall chart for easy reference.

Note that, at times, students will also have to fill in some other types of words, such as the name of a girl, boy, or famous person, a type of food, or a color. These are not included in the chart as they are already specific enough to support students in their word choice. When you introduce any new story to students, just take a moment to review all of the types of words they may need to use.
Choosing Numbers
Each fill-in math word problem specifies different types of numbers—for example, “Bigfoot” (page 26) asks for both numbers from 2 to 5 and numbers greater than 1, while “Cupcakes” (page 59) lets students choose one of five numbers: 10, 20, 25, 50, or 100. Each story is designed so that when the blanks are filled in, students will have a set of numbers they can use to solve a math problem that targets the specified skill.

You may choose to let students fill in numbers according to the directions in the stories, or you can vary the parameters to provide for differentiation of instruction, individualizing the problems for students by using the number ranges that make sense for them. For example, by changing one set of numbers in “Super Tomatoes” (page 46), you can easily provide practice with double-digit divisors (rather than single-digit divisors). If you do change the fill-in prompts in this way, be sure to check for other numbers in the story that may also need to be changed.

Lesson Formats
There are many ways to use the stories in 50 Fill-In Math Word Problems in your classroom. Here are a few suggestions for lesson formats.

1. Problem-Solving Partners
Have students pair up. Make copies of a fill-in story and distribute to one student in each pair. These students are the Readers. Without revealing the title (or any parts) of the story, Readers ask their partners for the missing words in order (“name of a boy,” “choose a number: 2, 3, 5, 6, or 10,” “any number,” and so on) and fill in the appropriate blanks with their partners’ responses. When all of the blanks are filled in, the Reader reads the completed story. The resulting silly story now contains a math word problem! Partners solve the problem (together or independently), sharing strategies and checking their answers.

2. Class Stories
Choose a story and let students take turns supplying words or numbers to fill in the blanks (again, just read the fill-in prompts in order, but do not reveal the story at this point). Fill in the blanks, and when the story is complete, read it to the class. Have students take notes on the numbers in the story and the problem they need to solve. (Or write this information on chart paper for them.) Students can work together as a class, with a partner, or independently to solve the problem. As a follow-up, let students share answers and discuss solution strategies.
3. Story Switcheroo
After students fill in the blanks for a story with a partner, make copies and distribute to the class for extra practice or homework. Twenty different versions of one story mean 20 different problems to solve! And students will love seeing their work used as a teaching tool!

4. Math Practice Pages
Invite pairs of students to create stories for a binder full of practice pages. They fill in the stories as described in “Problem-Solving Partners” (see page 7), then solve the problem without writing on the paper. Have them write the answer and an explanation on the back of the paper. For extra practice, students can take a story from the binder, solve the problem, and check their answer on the back. They can then return the story to the binder.

5. Create New Stories
Creating new fill-in math stories is another option for practicing math skills—and a motivating way to connect writing and math. Using the stories in this book as models, invite students to write their own wacky, fill-in math stories. With students’ permission, copy the stories and distribute to the class for homework (or in-class practice). Guide students in following these steps to create their stories.

- Identify a skill area and write this at the top of the paper. (You may choose to specify a skill area for students to target, such as “Single-Digit Divisors and Double-Digit Dividends,” or let students choose.)

- Brainstorm story ideas. Everyday events, such as the bus ride to school or lunchtime, can make for very funny stories. Think about how multiplication or division might fit into the story. For example, if students in the class are sharing a certain number of cookies, the math problem might be to find out how many each person receives. For a story about five friends who each score the same number of goals in a soccer game, the math problem might require finding out how many they scored in all.

- Write a draft of your story. Do not try to make your story “funny.” Just write about an everyday event, such as toothbrushing, as if you were telling someone else about it. When you’re finished, underline some of the numbers, verbs, adjectives, and nouns. After underlining them, erase the original number or word and substitute a fill-in line. Label the type of number or word beneath each fill-in line. Be sure to set up a math problem in the story.

- Write the problem to be solved at the bottom of the page. Label it “Solve This!” Solve the problem yourself to make sure it works.

- Draw a picture to illustrate the story.
Teaching Problem-Solving Skills:

The Fantastic Five-Step Process

Problem solving is the first process standard listed in the National Council of Teachers Mathematics (NCTM) Principles and Standards for Mathematics. The accompanying statement reads, “Problem solving is an integral part of all mathematics learning. In everyday life and in the workplace, being able to solve problems can lead to great advantages. However, solving problems is not only a goal of learning mathematics but also a major means of doing so. Problem solving should not be an isolated part of the curriculum but should involve all Content Standards.” In other words, in mathematics, problem solving is what it’s all about!

What do you do when you first encounter a math word problem? This is what we need to help students deal with. We need to help them develop a process that they can use effectively to solve any type of math word problem. Word problems often intimidate students because there may be a lot of information, the information is embedded in text, and unlike a regular equation, it is not always clear exactly what you are supposed to do. When using fill-in math word problems, you may want to take some time to teach (and subsequently review) the Fantastic Five-Step Process for problem solving.

The Fantastic Five-Step Process helps students approach problem solving in a logical, systematic way. No matter what type of problem students encounter, these five steps will help them through it. Learning and using the five steps will help students organize their interpretation and thinking about the problem. This is the key to good problem solving—organizing for action. The best way to help students understand the process is to demonstrate it as you work through a problem on the whiteboard or overhead. Make a copy of the graphic organizer on page 14. You can enlarge this to poster size or provide students with individual copies to follow along as you take them through an introductory lesson.
Step 1: What Do I Know?
Begin by writing a problem on the board or overhead. For example:

For Jamie’s birthday, she’s thinking of bringing in her favorite cookies to share. She’s going to be seven years old, and has a sister who is 11. There are 36 cookies in the package, and they weigh 32 ounces altogether. Since there are 18 of us in the class, how many cookies will each student get?

Read the problem carefully. What are all of the facts? Have students volunteer these orally. Write them on the board:

Jamie will be 7.
Her sister is 11.
There are 36 cookies.
The cookies weigh 32 ounces altogether.
There are 18 people in the class.

Encourage students to write down the facts, too. This will help them focus on what’s important while looking for ways to put it in a more accessible form.

Step 2: What Do I Want to Know?
What is the question in the problem? What are we trying to find out? It’s a good idea to have students state the question and also determine how the answer will be labeled. For example, if the answer is 2, we need to know 2 what? 2 cats? 2 coins?

For this problem, we want to know how many cookies each person gets. So the answer will be labeled “cookies.”

Step 3: What Can I Eliminate?
Once we know what we are trying to find out, we can decide what is unimportant. We may need all the information, but often enough there is extra information that can be put aside to help focus on the facts.

We can eliminate the fact that Jamie will be 7 years old. It’s not needed to answer the question. We can also eliminate her sister’s age (11) and the weight of the cookies. We want to know how many cookies, not how much. That means we’re left with the following:

There are 36 cookies.
There are 18 people in the class.
**Step 4: Choose a Strategy or Action and Solve.**
Is there an action in the story (for example, is something being multiplied or is something being divided) that will help the problem-solver decide on an operation or a way to solve the problem?

To find out how many cookies each person gets, we divide the number of cookies by the number of people:

\[ 36 \div 18 = 2 \]

So, the answer to the question is 2 cookies.

**Step 5: Does My Answer Make Sense?**
Re-read the problem. Look at the answer. Is it reasonable? Is it a sensible answer given what we know?

It makes sense for a number of reasons. For one, the number of cookies each person gets has to be a lower number than the total number of cookies and 2 is less than 36. For another, if we estimate by rounding, we see that 40 divided by 20 is 2. We got the same answer, so we know our answer makes sense. We also know that division and multiplication are related. They are inverse operations. For example, we know that \( 2 \times 3 \) is equal to 6 and that \( 6 \) divided by 3 equals 2. If we use that same kind of thinking with our problem here, we can check to see if \( 2 \times 18 \) is equal to 36. Yes—it is. So our answer definitely makes sense.

Try a couple of sample word problems using this “talk through” format with students. You might invite students to try the problem themselves first and then review the steps together, sharing solutions to see if all steps were considered and if solutions are, in fact, correct. Practicing the process in this way helps make it part of a student's way of thinking mathematically.

**Teaching Tip**

Note that there is no answer key for the fill-in math word problems as answers will vary depending on the numbers students supply to fill in the blanks. You might set up a buddy system for checking answers or have students turn in their stories for you to check. The fill-in stories provide good opportunities to reinforce estimating strategies as they apply to determining if an answer is reasonable.
Meeting the Math Standards

The activities in this book include math content designed to support you in meeting the following math standards for number and operations across grades 2–4, as outlined by the National Council of Teachers of Mathematics (NCTM) in *Principles and Standards for School Mathematics*.

**Number and Operations**

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

- count with understanding; recognize “how many”
- develop understandings of place value and the base-ten number system
- develop understanding of ordinal and cardinal numbers
- develop a sense of whole numbers, including relating, composing, and decomposing numbers
- connect number words and numerals to the quantities they represent
- understand and represent commonly used fractions

Understand meanings of operations and how they relate to one another

- addition and subtraction of whole numbers
- multiplication and division of whole numbers; equal groupings of objects and sharing equally.
- relationships between operations
- properties of operations (such as the distributivity of multiplication over addition)

Compute fluently and make reasonable estimates

- develop and use strategies for whole-number computations
- use a variety of methods and tools to compute (such as objects, mental computation, estimation, paper and pencil, and calculators)
- develop fluency with basic number combinations (with addition, subtraction, multiplication and division)
- estimate the results of whole-number computations

The word problems in this book also support the NCTM process standards as follows.

**Problem Solving**

- solve problems that arise in mathematics and other contexts
- apply and adapt a variety of appropriate strategies to solve problems

**Reasoning and Proof**

- select and use various types of reasoning and methods of proof

**Communication**

- communicate mathematical thinking coherently and clearly

**Connections**

- understand how mathematical ideas interconnect and build on one another
- recognize and apply mathematics in contexts outside of mathematics

**Representation**

- create and use representations to organize, record, and communicate mathematical ideas
- use representations to model and interpret physical, social, and mathematical phenomena

Source: *Principles and Standards for School Mathematics* (National Council of Teachers of Mathematics, 2000-2004); www.standards.nctm.org

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**Vocabulary-Building Connections**

Take advantage of vocabulary-building opportunities that these fill-in stories present. For example, in the story “New Town” (page 42), students will encounter the word *architect*. Use words such as this to develop vocabulary-building strategies. In the case of the word *architect*, you might encourage students to look for context clues (the person is planning streets and houses). From this information, they can understand the meaning of *architect* (someone who designs buildings or invents projects or plans).
# Word Choice Chart

<table>
<thead>
<tr>
<th>Type of Word</th>
<th>What It Is</th>
<th>More Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective</td>
<td>A word that describes something, such as <em>smelly</em>, <em>happy</em>, <em>fierce</em>, <em>hilarious</em>, and <em>huge</em>.</td>
<td></td>
</tr>
<tr>
<td>Adverb</td>
<td>A word that tells how something is done, such as <em>quickly</em>, <em>sadly</em>, <em>sleepily</em>, and <em>carefully</em>.</td>
<td></td>
</tr>
<tr>
<td>Exclamation</td>
<td>A word that expresses something like <em>surprise</em>, <em>anger</em>, or <em>pain</em>. Examples are <em>Ouch! Yikes! Wow! and Oh!</em></td>
<td></td>
</tr>
<tr>
<td>Noun</td>
<td>A word that names a person, place, or thing, such as <em>teacher</em>, <em>telescope</em>, and <em>sandwich</em>.</td>
<td></td>
</tr>
<tr>
<td>Plural noun</td>
<td>A word that names more than one, such as <em>teachers</em>, <em>telescopes</em>, and <em>sandwiches</em>.</td>
<td></td>
</tr>
<tr>
<td>Present-Tense Verb</td>
<td>A word that names an action like <em>run</em>, <em>catch</em>, <em>eat</em>, and <em>hop</em>.</td>
<td></td>
</tr>
<tr>
<td>Verb Ending in <em>-ing</em></td>
<td>A word that tells what is happening, like <em>running</em>, <em>catching</em>, <em>eating</em>, and <em>hopping</em>.</td>
<td></td>
</tr>
<tr>
<td>Past-Tense Verb</td>
<td>A word that tells what has already happened, like <em>ran</em>, <em>caught</em>, <em>ate</em>, and <em>hopped</em>.</td>
<td></td>
</tr>
</tbody>
</table>
The Fantastic Five-Step Process

1. What do I KNOW?
2. What do I WANT TO KNOW?
3. What can I ELIMINATE?
4. Choose a STRATEGY or ACTION, and SOLVE.
5. Does my answer MAKE SENSE?
County Fair

__________________________ went to the
(name of a girl)

__________________________ County Fair.
(last name of a famous person)

She ate lots of hot ____________________
(plural noun)

and drank a few cups of ice-cold ____________________.
(type of liquid)

She took a ride on the bumper ____________________ and went
(plural noun)

into the Haunted ____________________ . She also played the dart
(name of a place)

game. She threw ____________________ darts. Each one landed in
(choose a number: 2, 3, or 4)

the ____________________ -point area. The prize was a giant stuffed
(single-digit number less than 5)

__________________________ ! You had to score
(noun)

(single-digit number greater than 1)

points to win.

Did the girl win a prize? ____________________

Why or why not? ____________________
Valentine’s Day

I wanted to get a Valentine’s Day gift for my sister. I usually get pink (plural noun) and red (plural noun). This year I decided to get chocolates. The chocolates come in (noun)-shaped boxes. There are (number from 2 to 5) chocolates in a box.

When I gave her my gift, I found out that my brothers, (name of a boy), (name of a boy), and (name of a boy), all gave her the exact same thing as I did!

She said, “You are all such (adjective) brothers! Thank you!”

How many chocolates did their sister get? ____________________________
My Socks

Everyone knows I love socks! Yes, it may sound ________________, but socks are so ________________. My grandma, ________________, gave me ________________ pairs for my birthday. She calls me her little ________________-y. I just turned ________________ years old. I also got ________________ pairs of ________________, but those are not nearly as fun as socks. When socks wear out, you can always use them as ________________. You know that is ________________!

How many individual socks were in the birthday gift? ____________________
Tricycle Race

I recently rode in the ____________ Annual ____________ Tricycle Race. It was really ____________.

There were ____________ riders altogether. I got ready by eating plenty of ____________ and drinking ____________-ade. I also did lots of exercise. I lifted ____________ over my head ____________ times.

I was ready! I was doing just great until I got to ____________ ____________ Hill. I lost control and smashed into the ____________. Oh, well. Wait till next year!

How many wheels in all were on the tricycles in the race? ____________
Our art class had a contest. Our teacher, Mr. ________, was the judge. We had to make the best chair ever. The only rule was that each chair had to have four legs. ________, made her chair out of _______ and _______. ________, made his chair out of _______. Altogether there were ________ contestants. My chair was ________ inches high and had a seat made of _______. My teacher said it was a chair fit for a king and _______!

How many legs in all were on the chairs in the contest? _______
Sureshot is a great player. Her team, the ____________________________

__________________________ just played against the ____________________________

__________________________ ____________________________. It was a close game. The other team had ____________________________ Nevermiss.

She scored a basket while ____________________________. She even made a basket while ____________________________. But Ms. Sureshot put in ____________________________ three-pointers. Her team won by ____________________________ points. She won the Most Valuable Player award, and a trophy made of ____________________________.

How many points did Ms. Sureshot score altogether with her three-pointers? ____________________________
There was a contest at the Sweet __________ Bakery today.

Celebrity chefs from across the nation, including ________________, took part. They had to bake as many pies as they could with one ________________ tied behind their back. Whoever baked the most pies was the winner. It took newcomer ________________ only ________________ hours to make each pie. She made ________________ pies in all and won the contest. Her most delicious pie was her ________________ pie, topped with ________________.

How long did it take the winner to make all of her pies? ________________
We had a class party for [name of a boy]’s birthday. He was [number greater than 1] years old. We all chipped in and had [number greater than 1] dollars total for a gift. So we bought him the [adjective ending in -est] [noun] in the store. He thought it was the best gift ever. We had [type of food] to eat and [type of liquid] to drink. We also played games like Pin the Tail on the [noun]. I had [number from 2 to 5] turns and scored [number from 2 to 5] points each time. That made me the winner! First prize was a cool [adjective] [noun]!

How many points did the winner score in all? ____________________
Reading Books

My friend and I love reading books, so we started a book club. There are _________ of us in the club. We call ourselves the Reading _________.

We have each read _________ different books so far. My favorite was Call of the _________.

___________’s favorite was The Adventures of _________.

___________’s favorite was The Hound of the _________.

My last book had _________ pages, but it sure was a really _________ story!

How many total books have the club members read so far? _________
Photo Album

My mom started a photo album. She has pictures of me 

               (verb ending in -ing)

in the pool and running around without any  (type of clothing) on when I was only  (number from 2 to 5) years old. The album has  

               (number from 2 to 5) pages. There are  (number from 2 to 5) photos on each page. My mom put newspaper clippings in another album.

There is one about me when I won the  (verb ending in -ing) race and also when I made the best  (noun) in a contest. My mom says when I am  (number greater than 5) years old, she will give me the photo album. I think I will  (present-tense verb) it.

How many photos are there in the album? __________________________
New Species Discovered!

Professor ________ (last name of a boy) has discovered a new species of __________________. The professor discovered this rare animal in the jungles of ________ (name of a place).

It has ________ ________ stripes on its back. There are ________ ________ dots on each stripe. This animal likes to eat __________________ and usually grows to be ________ inches long. The professor says this animal is so ________, he gave it the name ________ ________.

How many dots are there on the animal? __________________
Bigfoot

Bigfoot was spotted (number from 2 to 5) times in one day last month by wildlife expert (first and last name of a boy or girl).

This happened (number from 2 to 5) days in a row. Each sighting took place in (name of a place). Bigfoot looked to be about (number greater than 1) feet tall and had an armspan of about (number greater than 1) feet. It moved quickly on its (name of a body part, plural).

The wildlife expert said Bigfoot may be able to talk. According to our expert, Bigfoot may have said, “______________________________.”

How many Bigfoot sightings were there last month? ____________________
Mad Scientist

Dr. _______________________, the famous 
(last name of a boy)
mad scientist, has a new invention. It’s the 

__________________________ and it can  
(adjective) (noun)
 ________________________ and ________________________. Pretty  
(present-tense verb) (present-tense verb)
 ________________, right? He used ________________ volts  
(adjective) (number greater than 1)
of electricity to energize it and then ________________ ounces of  
(number greater than 1)
 ________________________ to keep it going. He made his invention in batches  
(type of liquid)
of ________________. By midnight he had made ________________ batches.  
(number from 6 to 9) (number from 6 to 9)

He was excited, but exhausted. He took a nap, and his inventions all escaped 

into ________________________. Beware!
(name of a local town)

How many of his latest invention did the mad scientist make? ________________________
In the Army

My friend is in the army. In the army you have to do a lot of exercises. You have to do ___________ touches and jumping (name of a body part). You have to run ___________ miles every day and do ___________ sit-ups before breakfast, lunch, and dinner. (name that starts with J, plural) (number greater than 1)

My friend also does ___________ pushups every time he brushes his teeth. He brushes his teeth ___________ times a day. He is so good that he was given a medal made of the finest ___________. (type of substance)

He proudly wears it around his ___________.

How many pushups did the friend do each day? __________________________
Soda Lover

I love soda. I love flavors like

__________________________ (adjective)
__________________________ Twist and
__________________________ (noun)
__________________________-Up. I can drink ____________________
(any number) (number greater than 1)
cans a day. My mom buys it in packs of ____________________.
(number from 6 to 9)

We have ____________________ packs in the basement now.
(number from 6 to 9)

Some of the cans have cool artwork on them, like the one with the

__________________________ ____________________. That is pretty
(noun) (verb ending in -ing)
__________________________.
(adjective)

___________________________. Some day I will invent my own soda. It will taste

like ____________________ and smell like ____________________.
(plural noun) (plural noun)

I’m going to call it ____________________ Cola!
(word beginning with C)

How many cans of the soda are in the basement? ____________________
My New Job

I just got a new job selling ________________.

(last name of a boy)

is pretty ________________. I get paid ________________ dollars an hour. The store is nice. Everything is painted ________________ and ________________. We also give away free ________________ to all our customers. This week, I worked ________________ hours. It was fun. I got to work with ________________ and _________________. We sold so much, we got brand-new ________________ as a reward. I will definitely wear mine everywhere!

How much money did the ________________ earn this week? ________________
It is pumpkin-picking time again. Of course, the best place to do this is in ____________. We get to ride ____________ out to the pumpkin patch on a big _____________.

___________ of us went pumpkin picking together. Each of us picked ____________ pumpkins. I found one that was ____________ shaped like a big ____________, which I guess was a little ____________. It’s fun to carve the pumpkins, too. I made my last one look like ____________. One good thing about pumpkins, though: After Halloween you can always ____________ them.

How many pumpkins did they pick in all? ______________
Day at the Beach

__________________________,
(name of a boy or girl)

__________________________, and
(name of a boy or girl)

__________________________ went to
(name of a boy or girl)

__________________________ Beach. They brought ____________ umbrellas and ____________ beach blankets. They also
(noun) (number greater than 1)

had ____________ buckets to collect shells. They found shells
(number from 6 to 9)

shaped like ____________ and shells that looked like
(plural noun)

__________________________. Altogether, they had ____________ shells
(plural noun) (number from 6 to 9)

in each bucket. After collecting shells, it was time for a snack. Everyone

enjoyed ____________ and some ice-cold ____________.
(type of food, plural) (type of liquid)

It was a very ________________ day at the beach!
(adjective)

How many shells did
they collect in all? __________________________
Mounting-Climbing Ants

Ants love mountain climbing.

Few people know this. ________________

(first name of a boy)

Ant won the latest competition. He climbed Mount ________________.

(last name of a boy)

Mount ________________, and Mount ________________.

(last name of a girl)

(name of a famous person)

He also climbed Mount ________________.

(name of a thing)

Mount ________________, and Mount ________________.

(type of animal)

(name of a place)

Each mountain was ________________ inches high.

(number from 6 to 9)

It only took him ________________ days. He is now known as

(number greater than 1)

King of ________________.

(name of a place)

How many inches in all did the ant climb going up (but not down)? ________________
You may have heard the story of the

hat seller and the monkeys. One day, a hat

seller was napping under a shady ____________, when

_________________________ monkeys came along. Those __________________________

monkeys decided to help themselves to the hats. Each monkey

took ______________________ hats. “This hat will keep my head

________________________,” said one monkey. “This one will make me look

________________________,” said another monkey. Their favorite hat was

decorated with ______________________. They liked this hat so much, they

offered to trade their best ______________________ for it.

How many hats did the
monkeys take altogether? ______________________
Multiplication With Factors From 6 to 9

Gumdrop Shopping

Mr. ____________
(last name of a famous person)
took his class shopping. They went to
____________________ -R-Us. They
didn't buy much there, but then they went
to __________________-Mart. This store had a special on gumdrops,
and __________________ kids each bought a pack. There were
____________________ gumdrops in each pack. Everyone also bought
____________________ __________________. Everybody wore them
back to school. That was interesting and very __________________.

How many gumdrops did
the kids buy altogether? __________________
Radio Show

I listen to my radio a lot. I usually listen for about ___________ hours a day. My favorite station is ________________. My favorite DJ is ________________. She plays all the hits, including ________________’s new song, “I Love ________________.”

Last night she played ________________ songs every hour. She was on the air for ________________ hours. She ended the show with another great song, “Don’t Let the ________________ Get You Down” by _________________. That was just _________________.

How many songs did the DJ play? _____________________________
I was in a new kind of Ping-Pong contest this weekend. We didn’t use regular Ping-Pong balls.

We used ______________________. And for ________________________________ paddles, we used ______________________. The tables were pretty regular except that they were ______________________-shaped. At this contest, there were ______________________ tables. Each table came with a pair of ________________________________ paddles and ______________________ balls, in case some got lost. I played ______________________. She beat me ______________________ to ______________________. To get ready for the next contest, I will practice ______________________ hours a day. That should help.

How many Ping-Pong balls were there in all at the tournament? ______________________
New Cereal

There are some new cereals out now. One good one is Crunchy
_________________________. It’s not as
(plural noun)
_________________________ as other
(adjunct)
cereals. I like to pour ______________________ on it and sprinkle on some
(type of liquid)
_________________________. You can buy this cereal in a family pack, which
(plural noun)
has ______________________ boxes in it. Our family likes this cereal so
(number from 6 to 9)
much, we bought ____________________ packs. The cereal only costs
(number from 6 to 9)
_________________________ dollars a box. I think that’s a bargain because
(number greater than 1)
there’s a free ______________________ in every box! I’m going to collect
(type of toy)
them all!

How many boxes of the cereal did the family get? ____________________
Big Candy Bar

____________________ and her friend
(name of a girl)

____________________ went to the
(name of a boy)
grand opening of a new candy store,

____________________’s Candy Cave.
(last name of a boy or girl)

There were __________________ Bars, __________________
(adjective) (adjective)

Chews, and Sour __________________. These friends were very lucky
(plural noun)
because they won the drawing for a huge chocolate bar shaped like a big

____________________. It was __________________ feet long and was
(noun) (number greater than 1)
divided into __________________ sections. The two friends were going
(even number from 2 to 8)
to split it because they are both so __________________.
(adjective)

How many sections of the
candy bar should each friend get? ________________
Gold!

Two members of Scout Troop #___________ went on a special trip to the old gold mine in _______________.

They each had to wear _______________, and they used _______________ to dig. Scoutmaster _______________ told them to look very carefully because they might find small samples of _______________, _______________, and gold.

Amazingly, the scouts did end up finding _______________ ounces of gold. They divided the gold evenly. One scout used the gold to buy a new _______________. The other scout spent it all on _______________. But they were both very _______________ with their purchases.

How much gold did each scout get? _______________
My trained roach, ________________,
(boy's first name that starts with R)

was in a big Roach Road Race. I got him ready by feeding

him special meals of ________________ and ________________.
(type of food) (type of liquid)

To train for the race, he ran ________________ inches every day. The
(number greater than 1)

race lasted four hours. My roach kept up a steady pace. He covered the same
distance every hour. He went ________________ inches in all and
(choose a number: 4, 8, or 12)

finished in ________________ place. That was good enough
(ordinal number)

for a prize. He won a brass ________________ and a year's supply
(noun)
of ________________.
(type of food)

How far did the roach go each hour? ____________________
Master architect

(first and last name of a girl)

has a new project. She is creating a town. It will be called

(last name of a boy or girl)-ville. She plans to have three streets:

(name of a boy or girl) Street, (name of a boy or girl) Court, and

(name of a famous person) Avenue. Each street will have the same number of

houses. There will be a total of (choose a number: 3, 6, or 9) houses. The houses

will be made of (type of substance) and (plural noun).

The town will also have a (verb ending in -ing) pool and a playground

for the little (plural noun). This sure sounds like a really

(adjective) place!

How many houses will each street have? ____________________________
My Uncle ____________________ is

( first name of a boy)

an avid tie collector. He has ties with pictures

of ____________________ on them. He

(plural noun)

has ties from ____________________. He even has ties that were worn

(name of a place)

by ____________________. He keeps them in a dresser made of

(name of a famous person)

_____________________. There are five __________________--lined

type of substance) (type of material)

drawers in the dresser. Right now, he has ___________________ ties in

(choose a number: 5, 10, or 15)

his collection and he keeps the same number in each drawer. Sometimes he

wears ___________________ ties at once. He even wears them around his

(number greater than 1)

_____________________. He definitely loves ties!

(name of a body part)

How many ties does the
uncle store in each drawer? ____________________
The Babysitters

(name of a girl), (name of a girl), and (name of a girl) started a babysitting company.

Their first job was to babysit for the (last name of a boy or girl) triplets.

These kids were as cute as (type of animal, plural). The girls babysat together for (number greater than 1) hours. First they gave the triplets (type of food) for lunch. Then they let the kids (present-tense verb). When the parents came home and saw the (adjective) job the girls did, they paid them (choose a number: 6, 9, or 12) dollars! The girls decided to split the money evenly.

They all agreed it was a very (adjective) way to make money.

How much money will each girl get? _______________
Class Library

(name of a girl) is putting together a class library. She has 20 very (adjective) books.

She wants to arrange these books evenly on (choose a number: 2, 4, or 5) shelves.

She has books by famous authors like (first and last name of a boy) and (first and last name of a girl). She even has the new book everyone wants to read, My (adjective) Life, by (first and last name of a boy or girl).

My favorite, though, is How to Make (number greater than 1) Dollars in (number greater than 1) Easy Steps. That book is (adjective)!

Solve This!

How many books should go on each shelf? ___________________________
Super Tomatoes

My garden is ready! I planted

________________________, (type of food)
________________________, and
________________________. I also planted ______________________ rows
(type of food) (choose a number: 3, 6, or 9)

of a new “super” fruit, the ____________________ tomato. This tomato is
(adj adjective)

very ____________________ and ____________________, so I planted
(adj adjective) (col color)

18 of them. I made sure to put the same number of seedlings in each row. I
gave them plenty of ____________________ and ____________________,
(type of food) (type of liquid)

so they would grow ____________________. I love eating them on
(adj adjective)

________________________. They are just ____________________!
(type of food) (adj adjective)

How many “super” tomatoes
are growing in each row? ____________________
I’m so excited that my cousins are coming to visit. I made a dozen cookies just for them. I decorated some cookies to look like little _____ (plural noun). I also used _____ (color) and _____ frosting to make some look like _____ (color). I made up a plate of cookies for each cousin and made sure to divide the cookies evenly for them. I know my cousins will say “_____!” (a common expression) when they see them. Hopefully they won’t _____ the cookies like they did last year.

How many cookies are on each plate? _________
I have a new invention. It is more than just a pen. It is the Amazing Pen-Plus tool. Not only can you write with it, you can _______ and _______.

with it, too! I’ve made 16 so far, and I already have orders for more from _______ customers. The first order came from the _______ _______ _______ Company. I’ll divide the Amazing Pen-Plus tools evenly and pack them up in a box for each of my customers. I think these pens will be very _______. After all, you can even use them to _______!

How many Amazing Pen-Plus tools will be in each box? ________________
One sport I really like is _______________ ball. I’m on the _______________ (name of a town or city) _______________ team. (plural noun)

We are starting a new league. We have a total of 20 players for _______________ teams. We’ll place the same number of players on each team. _______________’s Pizza Palace is sponsoring a team. So is _______________ Burger Barn. They will provide free _______________ to all players. That’s reason enough to play!

How many players will be on each team? ________________________

Solve This!
Gym Class

There are two-dozen students in Mr. [last name of a boy]'s gym class. The teacher divides the class evenly to play [choose a number: 4, 6, or 8] different sports. I got to play ice [name of a sport] last week. My friend [name of a boy or girl] played [noun] hockey. It's fun because you get to hit [plural noun] with [plural noun]. Our gym teacher blows his [noun] at the end of class so we know when it's time to go. The class lasts [number greater than 1] minutes.

After that you really need to [present-tense verb].

How many students played each game? _________________
The Giant’s Sandwiches

Here once was a giant who lived in the Kingdom of __________________. Sandwiches were his favorite food. He was planning a trip to the faraway kingdom of __________________. He made 20 sandwiches for the long trip.

Most of them were __________________ sandwiches. But he also made some peanut butter and __________________ sandwiches.

The trip would take __________________ days. He packed a lunch for each day, and put the same number of sandwiches in each bag. He also brought drinks, including a big __________________-gallon container of __________________-ade. The giant arrived at the kingdom well fed, happy, and __________________.

How many sandwiches did the giant put in each bag? __________________
My CD collection is getting big and _____________________________. I have 50 CDs now, including “Don’t Stop the _____________________________,” by ___________________________ and the _____________________________.

I’m going to organize all of my CDs in my new CD rack. It’s made of ___________________________ and has ___________________________ shelves.

To keep things even, I’ll put the same number on each shelf. I really like songs about ___________________________. I also like music that makes me feel ___________________________. After school, I love to come home and listen to some ___________________________ music while I ___________________________.

How many CDs go on each shelf? ___________________________
I am in the ________________ Scouts.

(type of animal)

We are practicing marching because we are going to be in a parade for President ________________’s

(last name of a boy or girl) birthday. There are 30 of us, and we will be wearing our best ________________ and ________________ uniforms

(color) (color)

with our fancy ________________ hats. We have to march in ________________ even rows. The song we are marching to is “March

of the ________________ ________________.” Our leader, Mr. ________________, gets to ride in a ________________

(last name of a boy) (type of vehicle)

at the front. I think that’s ________________.

(adjective)

How many scouts will march in each row? ___________________________
Doughnut Shop

Working at the Hand-Made Doughnut Shop can be __________________. There are __________________-flavored doughnuts and some with __________________ on top. __________________ took a job there and made 75 doughnuts on her first day. Some were shaped like __________________ and others like __________________. It took her ______________ hours to pack them into ______________ boxes. She had to be careful to put the same number of doughnuts in each box. When she was finished, her hands were very __________________. But she did get paid ______________ dollars, so it was a good day.

How many doughnuts are in each box? __________________

50 Fill-In Math Word Problems: Multiplication and Division: Grades 2-4 © 2009 Bob Krech and Joan Novelli, Scholastic Teaching Resources
Vacation Homework

(name of a boy) had a vacation homework packet that was 60 pages long! And he only had (choose a number: 2, 3, 5, 6, or 10) days to do it! He decided it would be smart to spread out the pages evenly. He had to do math problems like (any number) times (any number) and (any number) plus (any number). For history, he had to write (number greater than 1) facts about the country of (last name of a boy or girl)-ilvania. And he even had to practice spelling words like (any word) and (any word).

I hope I never get the vacation homework packet!

How many pages in the homework packet should the boy do each day? ________________
House of the Future

The house of the future will be very different.

It will have __________________ on the roof so you can land your __________________ on it. It will have a bathroom full of __________________ and 80 windows in all. The windows will be made of __________________. They will be spread out evenly on each side of the house. Oh, and the house has _______________ sides! This house was designed by the famous architect __________________. It is made mostly of __________________ and __________________. It will be ready in the year _______________. I can’t wait!

How many windows will be on each side of the house? __________________
The Special Race

There is a special race going on. It is called the ____________ One Hundred. (name of a school)

Students from the school form a team that runs 100 _______________. There are _______________ students on the team. They will each be running an equal part of the race. The captain is _______________ because she is so _______________. (name of a girl) (adjective)

The team practiced by running in _______________ to make their _______________ stronger. The race is even going to be on TV on channel _______________. I can’t wait to watch!

How far does each student on the team run in the race? __________________________
My Uncle [first name of a boy] collects coins from everywhere. He has them from [name of a place], [name of a place], and even [name of a place]. However, he just got his most valuable coins ever. They are from Planet [adjective] [noun].

In fact, he got 200 coins from there. He will donate them equally to [choose a number: 10, 20, 25, 50, or 100] museums. The coins are very [adjective]. A picture of [first and last name of a boy or girl] is on one side. The other side shows the planet’s [noun]. Each coin is worth about [number greater than 1] [money unit, plural]. Wow!

How many coins will each museum get? ____________________________
Cupcakes

Did you know _______ is
(first and last name of a boy)
500 years old today? His friends are giving him
a party that is sure to be _____________________.
(adjective)

They have lots of _______________ to drink and even party
(type of liquid)
_________________________ to wear. They also baked 500 cupcakes. Only
(type of clothing, plural)
_________________________ people, counting the birthday boy, will
(choose a number: 10, 20, 25, 50, or 100)
be there, so everybody will get plenty. The cupcakes are shaped like
_________________________ and _____________________. They are frosted
(plural noun) (plural noun)
with _______________ __________________. I tasted one,
(color) (type of substance)
and it was so ___________________! I can't wait for the party!
(adjective)

How many cupcakes are there for each person? ___________________
The King’s Jewels

There once was a king named __________________________. He ruled over the empire called __________________________. He had a huge fortune, including the most amazing __________________________jewels. He had his loyal servant, __________________________, hide the jewels evenly in 300 caves. Of course, this happened more than __________________________ years ago.

Now a class from __________________________ has gone on a field trip to find the jewels. There are __________________________ students. Each student will search an equal number of caves. If they find the jewels, they will share them equally. __________________________ said she will trade her jewels for two __________________________. I would rather trade them for a new __________________________.

How many caves should each student search? __________________________
Solve This!

How many paintings will each child get? ___________________________
Our teacher, Ms. [last name of a famous female], is so [adjective]! She bought the class [adjective] new pencils because she said we are so [adjective].

In fact, she bought [choose a number: 5, 10, or 50] boxes of pencils for us to share. Each box has [choose a number: 2, 4, 5, or 10] pencils in it. There are only five of us in the class, and we get to split them evenly. The pencils are made of [type of substance]. They are [color] and are about [number greater than 1] inches long. Our teacher reminded us not to [present-tense verb] the pencils. I would never do that. I’m keeping mine safely in my [name of a container].

How many pencils will each student get? ___________________________
There once was a castle that belonged to Queen _____________________________.

(First name of a girl)

There were 20 floors in the castle. Each floor had ________________ rooms. There were 100 knights who served her majesty, including Sir ____________________________ the _________________.

(First name of a boy)

(Adjective)

The knights spread out evenly and stood guard at each room. They wore fine suits of armor made of ________________ and _________________. For their hard work, they feasted on ________________ every night. They were known far and wide as the ________________ Knights. They even defended the queen from a fire-breathing ________________!

(type of substance)

(type of substance)

(type of food)

(adjective)

(type of animal)

How many knights stood guard at each room? ____________________________
**Magic Show**

___________________ the Great does a magic show that is simply ____________________.

She performs ____________________ tricks during her act. In one of her tricks, she pulls ten ____________________ from her ear. That is ____________! She also waves a wand and makes ____________________ float! In her best trick, she pulls ____________________ out of a hat. She does this ____________________ times in all. Then 10 lucky audience members get a special surprise. She divides everything she pulled from the hat evenly among them.

How many items from the hat does each lucky audience member get? ____________________