

Week

3

Name _____

Share and Show

Find the product.

1. $16 \times 19 =$ _____

| | | |
|----|-----|----|
| | 10 | 9 |
| 10 | 100 | 90 |
| 6 | 60 | 54 |

2. $18 \times 26 =$ _____

| | | |
|----|----|---|
| | 20 | 6 |
| 10 | | |
| 8 | | |

✓ 3. $27 \times 39 =$ _____

| | | |
|----|----|---|
| | 30 | 9 |
| 20 | | |
| 7 | | |

Draw a model to represent the product.
Then record the product.

4. $14 \times 16 =$ _____

✓ 5. $12 \times 11 =$ _____

6. $32 \times 19 =$ _____

7. $23 \times 25 =$ _____

8. **Write Math** Explain how modeling partial products can be used to find the products of greater numbers.

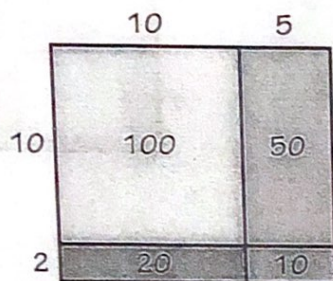
Problem Solving



Sense or Nonsense?

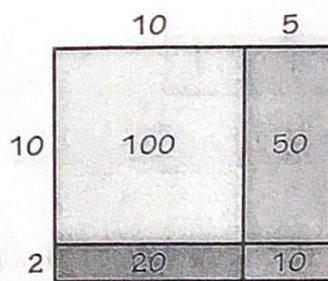
9. Jamal and Kim used different ways to solve 12×15 by using partial products. Whose answer makes sense? Whose answer is nonsense? **Explain** your reasoning.

Jamal's Work



$$100 + 20 + 10 = 130$$

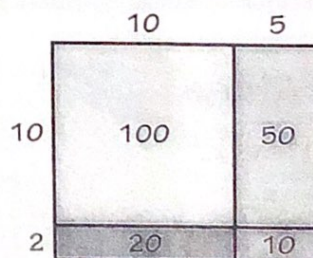
Kim's Work



$$120 + 60 = 180$$

- a. For the answer that is nonsense, write an answer that makes sense.

- b. Look at Kim's method. Can you think of another way Kim could use the model to find the product? **Explain**.



Example

The apples from each tree in an orchard can fill 23 bushel baskets. If 1 row of the orchard has 48 trees, how many baskets of apples can be filled?



Multiply. 48×23

Estimate. $50 \times 20 = \underline{\hspace{2cm}}$

THINK

RECORD

STEP 1

Multiply the tens by the tens.

$$\begin{array}{r} 23 \\ \times 48 \\ \hline \end{array}$$

$\leftarrow 40 \times \underline{\hspace{1cm}} \text{ tens} = \underline{\hspace{1cm}} \text{ tens}$

STEP 2

Multiply the ones by the tens.

$$\begin{array}{r} 23 \\ \times 48 \\ \hline 800 \end{array}$$

$\leftarrow 40 \times \underline{\hspace{1cm}} \text{ ones} = \underline{\hspace{1cm}} \text{ ones}$

STEP 3

Multiply the tens by the ones.

$$\begin{array}{r} 23 \\ \times 48 \\ \hline 800 \\ 120 \end{array}$$

$\leftarrow 8 \times \underline{\hspace{1cm}} \text{ tens} = \underline{\hspace{1cm}} \text{ tens}$

STEP 4

Multiply the ones by the ones. Then add the partial products.

$$\begin{array}{r} 23 \\ \times 48 \\ \hline 800 \\ 120 \\ 160 \\ + \\ \hline \end{array}$$

$\leftarrow 8 \times \underline{\hspace{1cm}} \text{ ones} = \underline{\hspace{1cm}} \text{ ones}$

So, 1,104 baskets can be filled.

Math Talk

MATHEMATICAL PRACTICES

How do you know your answer is reasonable?

Share and Show



1. Find 24×34 .

| | | |
|----|-----|----|
| | 30 | 4 |
| 20 | 600 | 80 |
| 4 | 120 | 16 |

| | | | | |
|--|--|----------|---|---|
| | | 3 | 4 | |
| | | \times | 2 | 4 |
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ame _____

Record the product.

$$\begin{array}{r} 2. \quad 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 31 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 25 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 37 \\ \times 26 \\ \hline \end{array}$$

Math Talk

MATHEMATICAL PRACTICES

Explain how to model and record 74×25 .

On Your Own

Record the product.

$$\begin{array}{r} 6. \quad 54 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 87 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 62 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 49 \\ \times 63 \\ \hline \end{array}$$

Practice: Copy and Solve Record the product.

10. 38×47

11. 46×27

12. 72×53

13. 98×69

14. 53×68

15. 76×84

16. 92×48

17. 37×79

H.O.T.

Algebra Find the unknown digits. Complete the problem.

$$\begin{array}{r} 18. \quad \square 6 \\ \times \square 4 \\ \hline 1,400 \\ 120 \\ 280 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad \square 2 \\ \times \square 7 \\ \hline 7,200 \\ 180 \\ 560 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad \square 6 \\ \times 5 \square \\ \hline 1,500 \\ 300 \\ 90 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 3 \square \\ \times \square 8 \\ \hline 600 \\ 80 \\ 240 \\ + 32 \\ \hline \end{array}$$

Name _____

Divide. Use partial quotients.

✓ 2. $3 \overline{)225}$

Divide. Use rectangular models to record the partial quotients.

✓ 3. $428 \div 4 =$ _____

Math Talk

MATHEMATICAL PRACTICES

Explain how you could solve Problems 2 and 3 a different way.

On Your Own

Divide. Use partial quotients.

4. $9 \overline{)198}$

5. $7 \overline{)259}$

6. $8 \overline{)864}$

7. $6 \overline{)738}$

Divide. Use rectangular models to record the partial quotients.

8. $328 \div 2 =$ _____

9. $475 \div 5 =$ _____

10. $219 \div 3 =$ _____

11. $488 \div 4 =$ _____

Practice: Copy and Solve Divide. Use either way to record the partial quotients.

12. $875 \div 5$

13. $372 \div 2$

14. $252 \div 6$

15. $429 \div 3$

16. $568 \div 8$

17. $504 \div 7$

18. $624 \div 4$

19. $819 \div 9$

Share and Show



1. Ollie used 852 beads to make 4 bracelets. He put the same number of beads on each bracelet. How many beads does each bracelet have? Check your answer.



Divide.

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Check.

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MATHEMATICAL PRACTICES

Math Talk

Explain how you could check if your quotient is correct.

So, each bracelet has _____ beads.

Divide and check.

2. $2 \overline{)394}$

3. $2 \overline{)803}$

4. $4 \overline{)3,448}$

On Your Own

Divide and check.

5. $2 \overline{)816}$

6. $4 \overline{)709}$

7. $3 \overline{)267}$

8. $6 \overline{)1,302}$

9. $8 \overline{)9,232}$

10. $9 \overline{)1,020}$

Name _____



Chapter Review/Test

► Vocabulary

Choose the best term from the box.

1. When a number cannot be divided evenly, the amount left over is called the _____. (p. 142)
2. You use the _____ method of dividing when multiples of the divisor are subtracted from the dividend and then the quotients are added together. (p. 167)

Vocabulary

compatible numbers

partial quotient

remainder

► Concepts and Skills

Use grid paper or base-ten blocks to model the quotient. Then record the quotient.

3. $96 \div 6 =$ _____

4. $86 \div 2 =$ _____

5. $155 \div 5 =$ _____

Find two numbers the quotient is between. Then estimate the quotient.

6. $787 \div 2$

7. $391 \div 6$

8. $789 \div 8$

Divide.

9. $3 \overline{)987}$

10. $7 \overline{)501}$

11. $5 \overline{)153}$

12. $4 \overline{)808}$

13. $6 \overline{)8,348}$

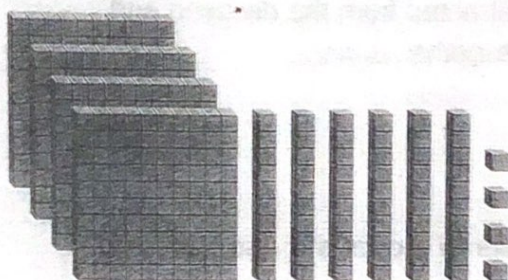
14. $8 \overline{)4,897}$

in the bubble completely to show your answer.

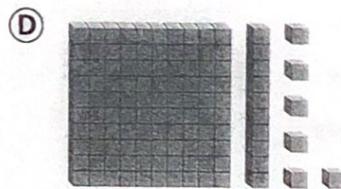
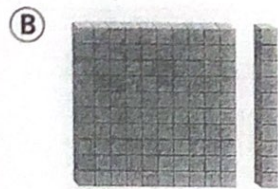
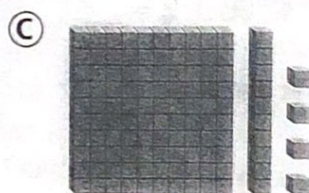
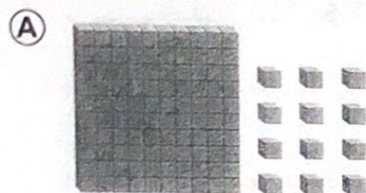
5. There are 96 tourists who have signed up to tour the island. The tourists are assigned to 6 equal-size groups. How many tourists are in each group?

(A) 1 r3
(B) 1 r6
(C) 11
(D) 16

16. Maria needs to share the base-ten blocks equally among 4 equal groups.



Which model shows how many are in each equal group?



17. Manny has 39 rocks. He wants to put the same number of rocks in each of 7 boxes. Which sentence shows how many rocks will be in each box?

(A) He will need 6 boxes.
(B) There will be 6 rocks in each box.
(C) There will be 5 rocks in each box.
(D) There will be 5 rocks left over.

Name _____

Fill in the bubble completely to show your answer.

18. There are 176 students in the marching band. They are arranged in equal rows of 8 students for a parade. How many rows of students are there?
- ☐ (A) 220 rows
- ☐ (B) 120 rows
- ☐ (C) 22 rows
- ☐ (D) 21 rows
19. Naomi wants to plant 387 tulip bulbs in 9 equal rows. She uses division to find the number of tulips in each row. In which place is the first digit of the quotient?
- ☐ (A) ones
- ☐ (B) tens
- ☐ (C) hundreds
- ☐ (D) thousands
20. Kevin and 2 friends are playing a game of cards. There are 52 cards in the deck to be shared equally. Kevin wants each player to receive the same number of cards. How many cards will each player receive? How many cards will be left over?
- ☐ (A) 16 cards and 4 cards left over
- ☐ (B) 17 cards and 1 card left over
- ☐ (C) 25 cards and 2 cards left over
- ☐ (D) 26 cards and no cards left over
21. Which number is the quotient?
- $1,125 \div 5 = \blacksquare$
- ☐ (A) 25
- ☐ (B) 105
- ☐ (C) 125
- ☐ (D) 225