

# lesson ten - student resource sheet

**Lesson Objective:** Multiply multi-digit numbers by a one-digit number without regrouping.

## Vocabulary Box

**place value**— The position, or place, of a digit in a number that tells the value of that digit. Example: The value of the digit 4 in 34,568 is 4,000.

**multiplication** — An operation we use to combine equal groups and to shorten repeated addition. Example: Three groups of 4 equals 12, or  $3 \times 4 = 12$ .

**factor** — One of two or more expressions that are multiplied to get a product. Example: The first factor of  $13 \times 3$  is 13, and the second factor is 3.

**product** — The result of two numbers being multiplied; that is, the answer in a multiplication problem. Example: The product of  $13 \times 3$  is 39.



## Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Find the product.

$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 132 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 133 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 414 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 222 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 444 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 134 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 223 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$$

II. Solve each multiplication problem. When you have all of the products, match the product in the second column to its corresponding product in the third column by writing the appropriate letter in the first column.

1. \_\_\_\_\_

$$\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$$

A.  $\begin{array}{r} 222 \\ \times 4 \\ \hline \end{array}$

2. \_\_\_\_\_

$$\begin{array}{r} 22 \\ \times 3 \\ \hline \end{array}$$

B.  $\begin{array}{r} 333 \\ \times 2 \\ \hline \end{array}$

3. \_\_\_\_\_

$$\begin{array}{r} 444 \\ \times 2 \\ \hline \end{array}$$

C.  $\begin{array}{r} 44 \\ \times 2 \\ \hline \end{array}$

4. \_\_\_\_\_

$$\begin{array}{r} 111 \\ \times 9 \\ \hline \end{array}$$

D.  $\begin{array}{r} 33 \\ \times 2 \\ \hline \end{array}$

5. \_\_\_\_\_

$$\begin{array}{r} 222 \\ \times 3 \\ \hline \end{array}$$

E.  $\begin{array}{r} 999 \\ \times 1 \\ \hline \end{array}$

# lesson ten - student resource sheet



---

Directions: Find the following products.

$$\begin{array}{r} 424 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 332 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 432 \\ \times 2 \\ \hline \end{array}$$

## Problem Solving



Sarah, Kyle, and Jake decided to put their money together to go to a movie and buy popcorn and soda. Each of them had \$12.00. The movie and food added up to \$37.00, plus a service charge of \$1.00.

Will Sarah, Kyle, and Jake have enough money to buy the pizza? \_\_\_\_\_

Use what you know about place value to explain how you determined your answer. Use words or numbers, or both, in your explanation.

---

---

---

---

---

---

# lesson ten - student resource sheet



---

1. 
$$\begin{array}{r} 122 \\ \times 4 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 1234 \\ \times 2 \\ \hline \end{array}$$

3. What is the product of  $443 \times 2$ ? \_\_\_\_\_



# lesson eleven - student resource sheet

**Lesson Objective:** Identify and solve division facts related to a multiplication fact.

## Vocabulary Box

**division** — An operation we use to break a quantity into smaller, equal groups. Example: Twelve pencils divided into four groups equals three pencils in each group;  $12 \div 4 = 3$ .

**quotient** — The answer to a division problem. Example: In the problem 12 divided by 4, the quotient is 3.

**divisor** — The amount another amount is divided by. Example: In the problem 12 divided by 4, the divisor is 4.

**dividend** — The amount to be divided. Example: In the problem 12 divided by 4, 12 is the dividend.



## Guided Practice

Directions: Complete the following practice problems with your partner. You may use base ten blocks to assist you. Your teacher will review the answers. Make sure you show all your work.

I. 1.  $32 \div 4 =$  \_\_\_\_\_

2. Find the fact family.

$5 \times 4 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_

$20 \div 4 =$  \_\_\_\_\_

$20 \div 5 =$  \_\_\_\_\_

II. Directions: Divide the following numbers, using both forms of written division.

1.  $21 \div 3 = \underline{\quad}$

2.  $40 \div 8 = \underline{\quad}$

3.  $36 \div 4 = \underline{\quad}$

$$3 \overline{)21}$$

$$8 \overline{)40}$$

$$4 \overline{)36}$$



## Summary/Closure

---

### A. Vocabulary Words

Label the division problem correctly with the vocabulary words.

→

$$\begin{array}{r} 5 \\ 7 \overline{)35} \end{array}$$

←

→

$$\begin{array}{r} 5 \\ 7 \overline{)35} \end{array}$$

←

### B. Summarize What We Learned Today

Directions: Create your own multiplication/division fact family.

Then explain in words how you determined your answer and why it is correct. You will use this explanation as a personal reminder.



# lesson twelve - student resource sheet

**Lesson Objective:** Identify and solve division facts related to a multiplication fact.

## Vocabulary Box

**division** — An operation we use to break a quantity into smaller, equal groups. Example: Twelve pencils divided into four groups equals three pencils in each group;  $12 \div 4 = 3$ .

**quotient** — The answer to a division problem. Example: In the problem 12 divided by 4, the quotient is 3.

**divisor** — The amount another amount is divided by. Example: In the problem 12 divided by 4, the divisor is 4.

**dividend** — The amount to be divided. Example: In the problem 12 divided by 4, 12 is the dividend.



## Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Find the fact families for each set.

$6 \times 7 = 42$

$8 \times 4 = 32$

$3 \times 9 = 27$

$5 \times 3 = 15$

---

---

---

---

---

---

---

---

---

---

---

---

II. Find the quotient for all of the division facts.

1. Divide using a division sign.

$4 \div 2 = \underline{\quad\quad}$      $6 \div 3 = \underline{\quad\quad}$      $56 \div 7 = \underline{\quad\quad}$      $72 \div 8 = \underline{\quad\quad}$

$20 \div 4 = \underline{\quad\quad}$      $63 \div 9 = \underline{\quad\quad}$      $48 \div 8 = \underline{\quad\quad}$      $9 \div 3 = \underline{\quad\quad}$

$54 \div 6 = \underline{\quad\quad}$      $36 \div 9 = \underline{\quad\quad}$      $72 \div 9 = \underline{\quad\quad}$      $8 \div 2 = \underline{\quad\quad}$

2. Divide using a division box.

$6 \overline{)36}$      $5 \overline{)45}$      $8 \overline{)24}$      $3 \overline{)21}$      $8 \overline{)64}$      $5 \overline{)25}$      $9 \overline{)18}$



---

Directions: Find the quotients of these division facts. Then write a multiplication fact that is in its family.

1.  $63 \div 9 = \underline{\quad\quad}$      $\underline{\quad\quad}$

2.  $54 \div 6 = \underline{\quad\quad}$      $\underline{\quad\quad}$

3.  $30 \div 5 = \underline{\quad\quad}$      $\underline{\quad\quad}$

# lesson twelve - student resource sheet

## **Problem** **Solving**

---

Mrs. Gonzales has three children. She has 21 pieces of candy to divide among them. To be fair, she needs to give each of her children the same amount of candy.

1. How many pieces of candy should Mrs. Gonzales give to each of her children? \_\_\_\_\_

2. Use what you know about division to explain how you determined your answer. Use words, numbers, or both in your explanation.

---

---

---

---

---



- 
1. Write the problem that can check this division fact. Use the operation that is the opposite of division.  $18 \div 3 = 6$  \_\_\_\_\_
  2.  $4 \overline{)28}$
  3. Write the problem  $36 \div 6$  in a division box and find the quotient. \_\_\_\_\_