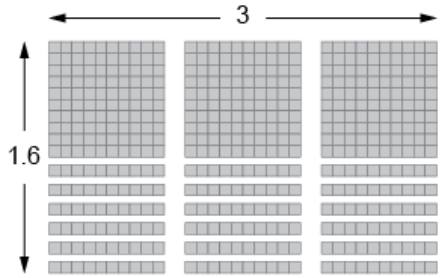
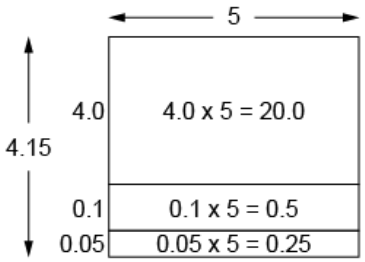
Number

Activity 22 Assessment

Multiplying Decimals by 1-Digit Numbers

Multiplying and Dividing Decimals by 1-Digit Numbers

Models multiplication and division situations concretely and pictorially.	Uses models and strategies to solve multiplication and division situations.	Decomposes numbers to use distributive property and partial products to multiply.
1.6 × 3 = ?  "I used Base Ten Blocks to make an array with length 3 and width 1.6. I then counted the blocks to get 4.8".	4.15 × 5 = ?  "I used an area model: 4 × 5 = 20; 1 tenth × 5 = 5 tenths, or 0.5; 5 hundredths × 5 = 25 hundredths, or 0.25; 20.0 + 0.5 + 0.25 = 20.75."	4.15 × 5 = ? 4.15 × 5 = (4.0 + 0.1 + 0.05) × 5 = 4.0 × 5 + 0.1 × 5 + 0.05 × 5 = 20.0 + 0.5 + 0.25 = 20.75
Observations/Documentation		

Number

Activity 22 Assessment

Multiplying Decimals by 1-Digit Numbers

Multiplying and Dividing Decimals by 1-Digit Numbers (cont'd)

Decomposes numbers to use partial quotients to divide. 21.25 ÷ 5 = ? $5\overline{)2125}$ -2000 400 groups of 5 125 -100 20 groups of 5 25 -25 5 groups of 5 0 425 "I used partial quotients to divide as whole numbers, then estimated to place the decimal point. 21.25 is about 20. 20 ÷ 5 = 4 So, I placed the decimal point so 425 is close to 4: 4.25."	Estimates to determine if answer to multiplication or division problem is reasonable. 38.22 ÷ 3 = 12.74 "I used estimation to check. 38 is close to 39 and 39 ÷ 3 = 13. Since 12.74 is close to 13, my answer is reasonable."	Solves multiplication and division problems flexibly using a variety of strategies. A bus travelled 446.5 km in 5 h, with no stops. On average, how far did the bus travel in 1 h? "I divided as I would whole numbers, then used estimation to place the decimal point. 446.5 is about 450, and 450 ÷ 5 = 90. I placed the decimal point so that 893 is close to 90: 89.3." $5\overline{)4465}$ 893
Observations/Documentation		