Activity 21 Assessment
Strategies for Multiplying Larger Numbers

Fluency with Multiplication and Division Facts

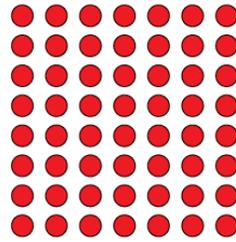| Recalls multiplication and division facts to demonstrate and fluently recall facts to 100.	Uses inverse operation to find multiplication and division facts.	Applies estimation strategies to multiply and divide larger numbers.
$8 \times 7 = 56$ "I know my facts up to 10×10."	$56 \div 8 = ?$ $8 \times ? = 56$ "I can use multiplication to solve division problems."	Gardeners planted 236 plants in rows of 5. Estimate how many rows were planted. $236 \div 5 = ?$ "I know $100 \div 5 = 20$, so $200 \div 5 = 40$. Because 236 is close to 200, I estimate about 40 rows."

Observations/Documentation

Activity 21 Assessment
Strategies for Multiplying Larger Numbers

Fluency with Multiplication and Division Facts (cont'd)

Uses mental math strategies and properties of operations to multiply and divide larger numbers.	Applies properties of operations and partial products and connects to algorithms.	Flexibly and fluently selects strategies and properties of operations to solve problems involving larger numbers.
$5 \times 47 = ?$ "I can decompose the numbers to make it easier to multiply: $5 \times 40 = 200$, $5 \times 7 = 35$, and $200 + 35 = 235$."	$16 \times 12 = ?$ (array diagram below) $16 \times 12 = (10 \times 10) + (10 \times 2) + (6 \times 10) + (6 \times 2)$ $= 100 + 20 + 60 + 12$ $= 192$	375 students are going on a field trip. Each bus holds 25 students. How many buses are needed? (long division work shown) "I subtracted multiples of 25, then added."

Array for middle column:

	10	6
10	10 × 10	6 × 10
2	10 × 2	6 × 2

Division work (right column):

$$25 \overline{)375}$$
$$\underline{250} \;\; 10$$
$$125$$
$$\underline{125} \;\; 5$$
$$0 \;\; 15$$

Observations/Documentation

Mathology 5
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