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| **Multiplying and Dividing Decimals by 1-Digit Numbers** |
| Models multiplication and division situations concretely and pictorially.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”. | Uses models and strategies to solve multiplication and division situations.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.” | Decomposes numbers to use distributive property and partial products to multiply. 4.15 × 5 = ? |
| **Observations/Documentation** |
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| **Multiplying and Dividing Decimals by 1-Digit Numbers (cont’d)** |
| Decomposes numbers to use partial quotients to divide.21.25 ÷ 5 = ?“I used partial quotients to divide as whole numbers, then estimated to place the decimal point. 21.25 is about 20. 20 ÷ 5 = 4So, 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.” |
| **Observations/Documentation** |
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