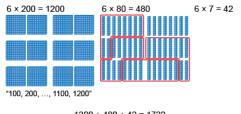
Activity 31 Assessment Estimating Products

Conceptual Meaning of Multiplication and Division with Larger Numbers

Models multiplication and division situations concretely and pictorially

$$6 \times 287 = ?$$

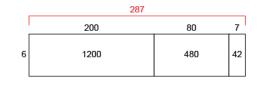


1200 + 480 + 42 = 1722

"I traded groups of 10 rods for a flat."

Models multiplication and division situations using open arrays.

$$6 \times 287 = ?$$



"I can use an open array to help me multiply."

Uses place value to multiply whole numbers by 10, 100, and 1000 and to divide by 10.

$$60 \times 7 \times 100 = 6 \times 10 \times 7 \times 100$$

= 42×1000

= 42 000

"I used the associative property to make friendly numbers, then used the known fact 6 × 7 = 42."

Observations/Documentation

Activity 31 Assessment Estimating Products

Conceptual Meaning of Multiplication and Division with Larger Numbers (cont'd)

Decomposes numbers and use partial products and partial quotients to multiply and divide.

$$6 \times 287 = ?$$

"I decomposed 287 into hundreds, tens, and ones, then used partial products to multiply."

Estimates to determine if answer to multiplication or division problem is reasonable.

$$6 \times 287 = 1722$$

 287 is close to 300.
 $6 \times 300 = 1800$
1800 is close to the answer I calculate, 1722.
So, my answer is reasonable.

Creates and solves multiplication and division problems flexibly using a variety of strategies.

$$123 \div 6 = ?$$

"I counted 123 photographs to put in an album. Each page can hold 6 photographs. How many pages will I need?"

"I round up to 21 pages to be sure all photos will fit."

Observations/Documentation