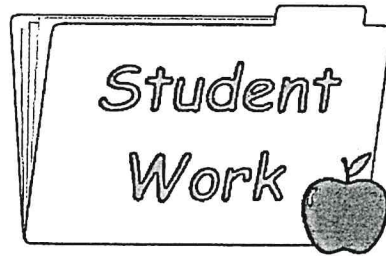


Unity Elementary School



Fluency
practice

MATH



Con't



(Fluency Practice Pages)

Score : _____

Date : 23

5 Minute Drill

$$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ x \ 0 \end{array} \quad \begin{array}{r} 3 \\ x \ 2 \end{array} \quad \begin{array}{r} 9 \\ x \ 2 \end{array} \quad \begin{array}{r} 6 \\ x \ 2 \end{array} \quad \begin{array}{r} 2 \\ x \ 5 \end{array} \quad \begin{array}{r} 2 \\ x \ 7 \end{array} \quad \begin{array}{r} 2 \\ x \ 2 \end{array} \quad \begin{array}{r} 2 \\ x \ 0 \end{array} \quad \begin{array}{r} 3 \\ x \ 2 \end{array} \quad \begin{array}{r} 0 \\ x \ 2 \end{array}$$

$$\begin{array}{cccccccccccc} x & \frac{4}{2} & x & \frac{8}{2} & x & \frac{2}{8} & x & \frac{11}{2} & x & \frac{11}{2} & x & \frac{2}{4} & x & \frac{2}{12} & x & \frac{10}{2} & x & \frac{2}{4} & x & \frac{1}{2} \end{array}$$

$$\begin{array}{cccccccccccc} x & 2 & & 2 & & 8 & & 2 & & 7 & & 0 & & 2 & & 2 & & 0 & & 6 \\ & 1 & x & 7 & x & 2 & x & 1 & x & 2 & x & 2 & x & 5 & x & 1 & x & 2 & x & 2 \end{array}$$

$$\begin{array}{cccccccccccc} 2 & & 2 & & 2 & & 2 & & 12 & & 1 & & 8 & & 10 & & 2 & & 2 \\ \times 10 & & \times 6 & & \times 10 & & \times 5 & & \times 2 & & \times 2 & & \times 2 & & \times 2 & & \times 3 & & \times 6. \end{array}$$

$$\begin{array}{cccccccccccc} & 2 & & 7 & & 11 & & 12 & & 2 & & 2 & & 9 & & 3 & & 2 & & 2 \\ x & 10 & x & 2 & x & 2 & x & 2 & x & 7 & x & 8 & x & 2 & x & 2 & x & 11 & x & 9 \end{array}$$

$$\begin{array}{cccccccccccccccc} & 2 & & 6 & & 7 & & 8 & & 12 & & 2 & & 1 & & 2 & & 9 & & 2 \\ x & 7 & & x & 2 & & x & 2 & & x & 2 & & x & 9 & & x & 2 & & x & 9 & & x & 2 & & x & 12 \end{array}$$

$$\begin{array}{cccccccccccccccc} 2 & & 0 & & 3 & & 2 & & 2 & & 9 & & 4 & & 10 & & 2 & & 2 \\ \times & 9 & \times & 2 & \times & 2 & \times & 10 & \times & 2 & \times & 2 & \times & 2 & \times & 2 & \times & 2 & \times & 12 \end{array}$$

$$\begin{array}{cccccccccccc} 2 & & 2 & & 2 & & 2 & & 2 & & 1 & & 2 & & 12 \\ x & 4 & x & 0 & x & 3 & x & 3 & x & 11 & x & 6 & x & 2 & x & 2 & x & 8 & x & 2 \end{array}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

23

Division Drill

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Score :

Date : 

$$\frac{2}{3}$$

5 Minute Drill

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{cccccccccccc} & 4 & & 3 & & 8 & & 0 & & 3 & & 9 & & 2 & & 3 & & 11 & & 12 \\ x & 3 & & x & 5 & & x & 3 & & x & 3 & & x & 3 & & x & 12 & & x & 3 & & x & 3 \end{array}$$

$$\begin{array}{cccccccccccc} & 3 & & 3 & & 7 & & 3 & & 3 & & 7 & & 5 & & 3 & & 1 & & 3 \\ x & 2 & x & 1 & x & 3 & x & 5 & x & 3 & x & 3 & x & 3 & x & 3 & x & 3 & x & 6 \end{array}$$

	9		3		3		5		1		5		0		6		11		10
x	3		x	0		x	9		x	3		x	3		x	3		x	3

$$\begin{array}{cccccccccccc} & 3 & & 3 & & 12 & & 3 & & 3 & & 10 & & 3 & & 11 & & 3 & & 3 \\ x & 7 & x & 12 & x & 3 & x & 10 & x & 4 & x & 3 & x & 4 & x & 3 & x & 9 & x & 7 \end{array}$$

$$\begin{array}{cccccccccccc} & 8 & & 3 & & 4 & & 3 & & 3 & & 3 & & 6 & & 3 & & 10 & & 3 \\ x & 3 & x & 11 & x & 3 & x & 12 & x & 5 & x & 12 & x & 3 & x & 1 & x & 3 & x & 3 \end{array}$$

$\begin{array}{cccccccccccc} & 3 & & 6 & & 3 & & 3 & & 0 & & 3 & & 9 & & 4 & & 6 & & 3 \\ x & 7 & x & 3 & x & 11 & x & 0 & x & 3 & x & 8 & x & 3 & x & 3 & x & 3 & x & 2 \end{array}$

x 3 x 1 x 1 x 4 x 3 x 3 x 8 x 7 x 3 x 5
x 9 x 3 x 3 x 3 x 4 x 6 x 3 x 3 x 6 x 3

Name : _____

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35

Division Drill

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Teacher : _____

Date : 4/9

Division Drill

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Teacher : _____

Date : _____

5's

Division Drill

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Teacher : _____

Date : _____

6's

Division Drill

$6 \overline{)60}$

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75

$$\begin{array}{cccccccccccccccc} 7 & & 12 & & 1 & & 7 & & 2 & & 7 & & 7 & & 7 & & 0 & & 7 \\ 3 & \times & 7 & \times & 7 & \times & 6 & \times & 7 & \times & 11 & \times & 2 & \times & 9 & \times & 7 & \times & 7 \end{array}$$

Teacher : _____

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75

Division Drill

$7 \overline{) 56}$

$7 \overline{) 35}$

$7 \overline{) 63}$

$7 \overline{) 28}$

$7 \overline{) 70}$

$7 \overline{) 14}$

$7 \overline{) 35}$

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Teacher: _____

Date: _____

85

Division Drill

$$8 \overline{) 64}$$

$$8 \overline{) 48}$$

$$8 \overline{) 40}$$

$$8 \overline{) 56}$$

$$8 \overline{) 72}$$

$$8 \overline{) 64}$$

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Teacher : _____

Date : _____

Division Drill

$9 \overline{)45}$

$9 \overline{)99}$

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Score : _____

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10's



Teacher : _____

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Division Drill

$10 \overline{)100}$

$10 \overline{)110}$

$10 \overline{)80}$

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$10 \overline{)80}$

$10 \overline{)100}$

$10 \overline{)60}$

$10 \overline{)120}$

$10 \overline{)50}$

$10 \overline{)90}$

$10 \overline{)110}$

$10 \overline{)80}$

$10 \overline{)50}$

$10 \overline{)80}$

$10 \overline{)120}$

$10 \overline{)70}$

$10 \overline{)50}$

$10 \overline{)80}$

Teacher :

Date :

11'S

Division Drill

11) 44	11) 88	11) 55	11) 44	11) 22	11) 11
11) 110	11) 22	11) 33	11) 44	11) 88	11) 99
11) 121	11) 77	11) 11	11) 44	11) 33	11) 99
11) 132	11) 77	11) 11	11) 44	11) 88	11) 99
11) 110	11) 22	11) 33	11) 44	11) 88	11) 99
11) 121	11) 77	11) 11	11) 44	11) 33	11) 99
11) 132	11) 77	11) 11	11) 44	11) 88	11) 99
11) 66	11) 11	11) 11	11) 11	11) 11	11) 11
11) 33	11) 66	11) 22	11) 22	11) 121	11) 121
11) 88	11) 77	11) 55	11) 132	11) 121	11) 132

Teacher : _____

Date : _____

Division Drill

$12 \overline{)84}$

$12 \overline{)12}$

$12 \overline{)132}$

$12 \overline{)36}$

$12 \overline{)24}$

$12 \overline{)72}$

$12 \overline{)36}$

$12 \overline{)144}$

$12 \overline{)108}$

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Name : _____

Score : _____

Teacher : _____

Date : _____

Fluency Practice
5 Minute Drill

$20 \div 10 =$	$18 \div 6 =$	$27 \div 3 =$	$48 \div 12 =$	$25 \div 5 =$
$81 \div 9 =$	$54 \div 9 =$	$72 \div 12 =$	$20 \div 10 =$	$30 \div 5 =$
$4 \div 4 =$	$70 \div 10 =$	$35 \div 5 =$	$22 \div 11 =$	$8 \div 1 =$
$9 \div 1 =$	$8 \div 8 =$	$66 \div 11 =$	$15 \div 3 =$	$3 \div 3 =$
$84 \div 12 =$	$11 \div 11 =$	$28 \div 7 =$	$18 \div 9 =$	$18 \div 2 =$
$63 \div 9 =$	$7 \div 7 =$	$36 \div 4 =$	$40 \div 10 =$	$18 \div 6 =$
$12 \div 12 =$	$2 \div 1 =$	$27 \div 9 =$	$77 \div 11 =$	$44 \div 11 =$
$56 \div 7 =$	$36 \div 12 =$	$45 \div 5 =$	$33 \div 11 =$	$40 \div 5 =$
$4 \div 2 =$	$55 \div 11 =$	$49 \div 7 =$	$30 \div 6 =$	$9 \div 9 =$
$24 \div 12 =$	$10 \div 10 =$	$12 \div 6 =$	$4 \div 4 =$	$12 \div 4 =$
$40 \div 8 =$	$2 \div 2 =$	$12 \div 6 =$	$6 \div 3 =$	$18 \div 9 =$
$16 \div 8 =$	$18 \div 3 =$	$2 \div 2 =$	$20 \div 4 =$	$7 \div 1 =$
$10 \div 5 =$	$14 \div 2 =$	$16 \div 2 =$	$7 \div 7 =$	$56 \div 8 =$
$15 \div 5 =$	$24 \div 4 =$	$24 \div 8 =$	$88 \div 11 =$	$14 \div 7 =$
$42 \div 6 =$	$5 \div 5 =$	$10 \div 2 =$	$9 \div 3 =$	$24 \div 12 =$
$24 \div 8 =$	$11 \div 11 =$	$36 \div 9 =$	$96 \div 12 =$	$72 \div 9 =$
$16 \div 4 =$	$21 \div 3 =$	$8 \div 4 =$	$22 \div 11 =$	$72 \div 8 =$
$48 \div 6 =$	$1 \div 1 =$	$80 \div 10 =$	$10 \div 5 =$	$6 \div 6 =$
$33 \div 11 =$	$45 \div 9 =$	$1 \div 1 =$	$10 \div 10 =$	$8 \div 8 =$
$50 \div 10 =$	$32 \div 4 =$	$8 \div 4 =$	$90 \div 10 =$	$64 \div 8 =$

Answer Keys

Domain 1

Lesson 1

Coached Example

There are **3** thousands. There are **2** tens.

There are **6** hundreds. There are **4** ones.

Thousands		Hundreds	Tens	Ones
3	,	6	2	4

The number in base-ten numerals is **3,624**.

Write the thousands part in words. **three thousand**

Write the hundreds part in words. **six hundred**

Write the tens part in words. **twenty**

Write the ones part in words. **four**

The number name is **three thousand, six hundred twenty-four**.

Lesson Practice Part 1

- D
- B
- A
- A
- C
- A
- D
- A. 4,182
B. four thousand, one hundred eighty-two
C. $4,000 + 100 + 80 + 2$

Lesson Practice Part 2

- D
- C
- D
- B
- C
- B
- D
- A. 20,320
B. twenty-thousand, three hundred twenty
C. $20,000 + 300 + 20$

Lesson 2

Coached Example

7,736

7,175

7,742

All of the thousands digits are **7**.

7 hundreds $>$ 1 hundred

So, the least number is **7,175**.

3 tens $<$ 4 tens

So, the greatest number is **7,742**.

The order from greatest to least is **7,742, 7,736, 7,175**.

Lesson Practice Part 1

- D
- C
- A
- B
- D
- D
- D
- A
- A. $43,892 < 43,928$
B. 43,392; 43,892; 43,928

Lesson Practice Part 2

- B
- D
- D
- C
- A
- C
- B
- B
- C
- A
- A. 2,458; 2,485; 2,548
B. 8,542; 8,524; 8,452
C. $<$

Lesson 3

Coached Example

What is the sum in the number sentence

$$4 + 9 = 13? \mathbf{13}$$

What is the sum in the number sentence

$$\square + 4 = 13? \mathbf{9}$$

Are the sums the same? **yes**

What are the two addends in the number sentence

$$4 + 9 = 13? \mathbf{4 \text{ and } 9}$$

What property of addition says that adding the addends in a different order does not change the sum?

commutative property

What is the missing addend in the number sentence

$$\square + 4 = 13? \mathbf{9}$$

The missing addend is **9**.

Lesson Practice Part 1

1. C
2. A
3. A
4. D
5. C
6. B
7. C
8. B
9. A. commutative property of addition
B. associative property of addition
C. 24; $(13 + 7) + 4 = 20 + 4 = 24$

Lesson Practice Part 2

1. B
2. C
3. A
4. A
5. D
6. D
7. C
8. A
9. B
10. B
11. A. associative
B. 728
C. Sample answer: By using the associative property I was able to make a hundred. That means there is no regrouping needed to add the third number.

Lesson 4

Coached Example

Do the numbers increase or decrease? **decrease**

31 is **3** less than 34.

Try subtracting **3** from each number.

$$34 - 3 = \mathbf{31}$$

$$31 - 3 = \mathbf{28}$$

$$28 - 3 = \mathbf{25}$$

$$25 - 3 = \mathbf{22}$$

The rule is **subtract 3**.

Use the rule to find the next number in the pattern.

$$22 - 3 = \mathbf{19}$$

The next number in the pattern is **19**.

Look at the **ones** digit in each number.

The even numbers in the pattern are **34, 28, and 22**.

The odd numbers in the pattern are **31, 25, and 19**.

The numbers in the pattern are both **odd and even**.

Lesson Practice Part 1

1. C
2. D
3. B
4. C
5. A
6. C
7. B
8. D
9. A. 30 minutes; Explanations may vary. Possible explanation: The rule of the pattern is to add 3. So I added $27 + 3 = 30$
B. Both odd and even; Explanations may vary. Possible explanation: The numbers of the workout minutes change from odd to even. There are 3 odd numbers and 3 even numbers in the pattern. I looked at the ones digit of each number. The numbers 15, 21, and 27 are odd. The numbers 18, 24, and 30 are even.

Lesson Practice Part 2

1. C
2. B
3. C
4. A
5. D
6. B
7. D

8. A
9. D
10. D
11. A. Add \$8
 B. \$48; Possible explanation: The rule is to add \$8, so I added $\$40 + \$8 = \$48$.
 C. \$64; Possible explanation: I extended the pattern to $\$48 + \$8 = \$56$ and $\$56 + \$8 = \$64$.

Lesson 5

Coached Example

What number do you add to 275 to get 300? **25**

What number do you need to subtract from 429 to keep the sum the same? **25**

$$300 + 404 = 704$$

Tyler has **704** pennies in his jar.

Lesson Practice Part 1

1. A
2. C
3. B
4. B
5. A
6. B
7. D
8. C
9. A. 934
 B. 655

Lesson Practice Part 2

1. B
2. C
3. A
4. D
5. B
6. D
7. C
8. D
9. A. 414
 B. 650; Possible work: $236 + 414 = 650$

Lesson 6

Coached Example

$$245 - 10 = \square$$

How many tens in 10? **1 ten**

Which digit will change in 245 when you subtract 1 ten? **the tens digit or 4**

The digit in the tens place is **4**. It will decrease by **1**.

Zoe counted **235** beads.

Lesson Practice Part 1

1. A
2. A
3. A
4. C
5. B
6. A
7. D
8. A
9. A. 16
 B. 42; Possible work: $584 - 26 = 558$;
 $600 - 558 = 42$

Lesson Practice Part 2

1. B
2. A
3. B
4. A
5. D
6. A
7. C
8. A. 446
 B. 174; Possible work: $446 - 272 = 174$

Lesson 7

Coached Example

The digit in the hundreds place is **7**.

The digit to the right of the rounding place is **4**.

$$4 < 5$$

Should you round 742 up or down? **down**

To the nearest hundred, 742 rounds to **700**.

The digit in the tens place is **1**.

The digit to the right of the rounding place is **8**.

$$8 > 5$$

Should you round 718 up or down? **up**

To the nearest ten, 718 rounds to **720**.

Compare the rounded numbers.

$$700 < 720$$

718 rounded to the nearest **ten** is the greater number.

Lesson Practice Part 1

1. C
2. A
3. C

Answer Keys (continued)

4. A
5. C
6. C
7. D
8. A
9. A. 840
B. 800

Lesson Practice Part 2

1. C
2. B
3. A
4. C
5. D
6. D
7. A
8. A
9. A. 45
B. 49; Possible explanation: If the number to the right of the place being rounded is 5 or greater, the number is rounded up. So, 50 would be rounded up to 100 to the nearest hundred.

Lesson 8

Coached Example

"How much did Mr. Mitchell spend in all?" tells you to **add**.

Estimate the sum of $\$482 + \117 .

$\$482$ rounds up to $\$500$.

$\$117$ rounds down to $\$100$.

Add the rounded amounts.

$$\$500 + \$100 = \$600$$

The answer should be about $\$600$.

Find the exact sum.

$$\begin{array}{r} \$482 \\ + \$117 \\ \hline \$599 \end{array}$$

Is the exact amount close to the estimate? **yes**

Is your exact answer reasonable? **yes**

Mr. Mitchell spent $\$599$ in all.

Lesson Practice Part 1

1. D
2. B
3. D
4. C
5. A

6. B
7. C
8. D

9. A. $\$400$; Answers may vary. Possible answer shown is to round each amount to the nearest $\$100$, then subtract. $\$695$ rounds up to $\$700$. $\$318$ rounds down to $\$300$.
 $\$700 - \$300 = \$400$

B. $\$377$; $\$695 - \$318 = \$377$. Answers may vary. Possible answer: My answer is reasonable because $\$377$ is close to $\$400$.

Lesson Practice Part 2

1. C
2. B
3. D
4. A
5. C
6. C
7. D
8. A. 490
B. 500
C. Michele is incorrect. Possible explanation: The sum of $293 + 204$ is 497, which is closer to 500 than to 490. In this case, rounding to the nearest hundred gave a better estimate.

Domain 1: Cumulative Assessment for Lessons 1–8

1. B MGSE3.OA.8, MGSE3.NBT.2
2. C MGSE3.OA.8, MGSE3.NBT.2
3. C MGSE3.NBT.1
4. A MGSE3.OA.8, MGSE3.NBT.2
5. C MGSE3.OA.8, MGSE3.NBT.2
6. D MGSE3.NBT.1
7. C MGSE3.NBT.2
8. D MGSE3.OA.8
9. 20 MGSE3.OA.9
10. A. 875
B. 590
MGSE3.OA.8, MGSE3.NBT.2

Domain 2

Lesson 9

Coached Example

There are **2** cookies on each plate.

There are **6** plates.

$$2 + 2 + 2 + 2 + 2 + 2 = 12$$

6 groups of **2** equals **12**.

$$6 \times 2 = 12$$

There are **12** cookies in all.

Lesson Practice Part 1

1. C
2. C
3. B
4. A
5. B
6. B
7. D
8. A. $3 + 3 + 3 + 3 = 12$
B. $4 \times 3 = 12$

Lesson Practice Part 2

1. D
2. B
3. C
4. A
5. C
6. A
7. D
8. C
9. A. $3 + 3 + 3 + 3 + 3 + 3 = 18$
B. $3 \times 6 = 18$ and $6 \times 3 = 18$

Lesson 10

Coached Example

How many rows are there? **3**

How many squares are in each row? **4**

Use skip counting to find the total number of squares.

4, 8, 12

The model shows the multiplication sentence $3 \times 4 = 12$.

Lesson Practice Part 1

1. B
2. B
3. D
4. D
5. C
6. B
7. D
8. B
9. A. 8, 16, 24
B. $3 \times 8 = 24$ or $8 \times 3 = 24$

Lesson Practice Part 2

1. B
2. C
3. C
4. A
5. B
6. D
7. C
8. A
9. A. $5 \times 9 = 45$ or $9 \times 5 = 45$
B. Possible answer: There are 5 rows with 9 circles in each row. I can skip-count by 9s: 9, 18, 27, 36, 45.

Lesson 11

Coached Example

One spider has **8** legs.

The rule is number of spiders $\times 8$ = total number of legs.

$$1 \times 8 = 8$$

$$3 \times 8 = 24$$

$$5 \times 8 = 40$$

$$7 \times 8 = 56$$

Use the rule to find the total number of legs that 9 spiders have.

$$9 \times 8 = 72$$

Nine spiders have **72** legs in all.

Lesson Practice Part 1

1. C
2. C
3. D
4. A
5. D
6. B

7. A
8. A. 14 triangles; Answers may vary. Possible answer: The rule is to multiply the number of squares by 2 triangles. So $7 \text{ squares} \times 2 \text{ triangles} = 14 \text{ triangles}$.
B. Even; Answers may vary. Possible answer: Since an even number can be separated into equal groups, I showed 14 as the sum of two equal addends: $7 + 7 = 14$.

Lesson Practice Part 2

1. A
2. C
3. D
4. C
5. A
6. B
7. B
8. A
9. A. 81; Possible explanation: The pattern is to multiply the number of playlists by 9 and $9 \times 9 = 81$.
B. No; Possible explanation: If the number of playlists is an even number then the number of songs will also be an even number.

Lesson 12

Coached Example

A cookie costs \$2 and a cake costs 4 times as much.

$$2 \times 4 = \square$$

$$2 \times 4 = 8.$$

A cake costs \$8 at Buddy's Bakery.

Lesson Practice Part 1

1. C
2. D
3. B
4. A
5. B
6. D
7. A
8. C
9. A. Students' drawings should show 4 groups of 12.
B. $4 \times 12 = \square$ $12 \times 4 = \square$
C. 48

Lesson Practice Part 2

1. D
2. B
3. C
4. A
5. C
6. A
7. B
8. B
9. A. 36; Possible work: $6 \times 6 = 36$
B. 12; Possible explanation: Vanessa jogs more days than Zoe, so I subtracted the days $6 - 4 = 2$ and then multiplied the number of miles times 2 to get $6 \times 2 = 12$.

Lesson 13

Coached Example

The factors are 4 and 9.

The factors are 9 and 4.

The commutative property of multiplication says that changing the **order** of the factors does not change the product.

$$\text{So, } 9 \times 4 = 36.$$

The product of 9×4 is 36.

Lesson Practice Part 1

1. D
2. A
3. D
4. C
5. B
6. C
7. D
8. C
9. A. Answers may vary. Possible answer: $8 \times 6 = 8 \times (2 + 4)$
B. Answers may vary. Possible answer: $8 \times (2 + 4) = (8 \times 2) + (8 \times 4) = 16 + 32 = 48$

Lesson Practice Part 2

1. D
2. A
3. B
4. A
5. C
6. C
7. B

—

—

—

8. C
9. A
10. B
11. A. Possible answer: $(4 \times 9) + (4 \times 9)$
B. 72

Lesson 14

Coached Example
Find 30 groups of 5.

So, find 30×5 .

Think: $3 \times 5 = 15$

3 ones $\times 5 = 15$ ones = 15

3 tens $\times 5 = 15$ tens = 150

Rachel bagged 150 treats in all.

Lesson Practice Part 1

1. C
2. C
3. D
4. A
5. D
6. B
7. C
8. B
9. A. $4 \times 9 = 36$
B. 360 words; 9×4 ones = 36 ones = 36;
 9×4 tens = 36 tens = 360

Lesson Practice Part 2

1. C
2. A
3. C
4. B
5. B
6. D
7. C
8. D
9. A
10. B
11. A. $8 \times 6 = 48$
B. Possible answers: $6 \times 8 = 48$
C. They spent the same amount of time. Possible explanation: The factors in the basic facts are the same. The order of the factors does not change a product.

Lesson 15

Coached Example

$$(6 \times 2) \times 3 = 6 \times (2 \times 3)$$

$$(2 \times 3) = 6$$

$$6 \times 6 = 36$$

$$(6 \times 2) \times 3 = 36$$

Lesson Practice Part 1

1. A
2. D
3. D
4. C
5. B
6. D
7. A
8. D
9. A. $4 \times (3 \times 2)$
B. $4 \times (3 \times 2) = 4 \times 6 = 24$

Lesson Practice Part 2

1. D
2. A
3. B
4. C
5. D
6. C
7. A
8. A
9. D
10. A
11. A. Possible answer: $2 \times 4 \times 6 = \square$
B. 48; Possible explanation: I multiplied $2 \times 4 = 8$ and then I multiplied $8 \times 6 = 48$.

Lesson 16

Coached Example

How many equal groups of hats are there? 4

How many hats are in each group? 6

How many hats are there in all? 24

$$4 \times 6 = 24$$

$$6 \times 4 = 24$$

$$24 \div 6 = 4$$

$$24 \div 4 = 6$$

Lesson Practice Part 1

1. C
2. B
3. A

