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Grade 5, Unit 4, Section A: Additional Practice Problems

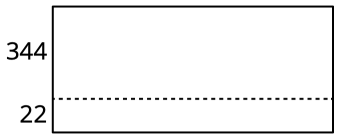
1. Match the product estimates to the expression.

a. 52×30	• 6,000
b. 21×302	• 1,500
c. 219×111	• 20,000
d. 8×384	• 3,200

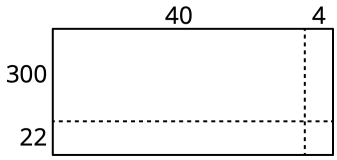
(From Unit 4, Lesson 1.)

2. a. Which partial product diagram can help us find the value of the product 344×22 ?

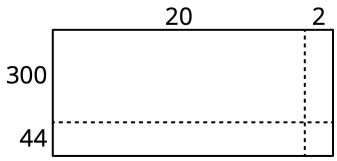
A.



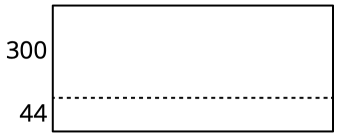
B.



C.



D.



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b. Solve the expression.

$344 \times 22 =$

_____

(From Unit 4, Lesson 2.)

3. a. Diego wants to find 315×24 using partial products. His work is shown.

b. Find the value of the expression using partial products.

315×24

$$\begin{array}{r} 315 \\ \times \quad 24 \\ \hline 20 \\ 40 \\ 120 \\ 100 \\ 200 \\ +\,6000 \\ \hline \end{array}$$

(From Unit 4, Lesson 3.)

4. a. Identify the error in the following problem.

$$\begin{array}{r} 124 \\ 41,235 \\ \times \quad 8 \\ \hline 329,680 \end{array}$$

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b. Correctly solve the problem.

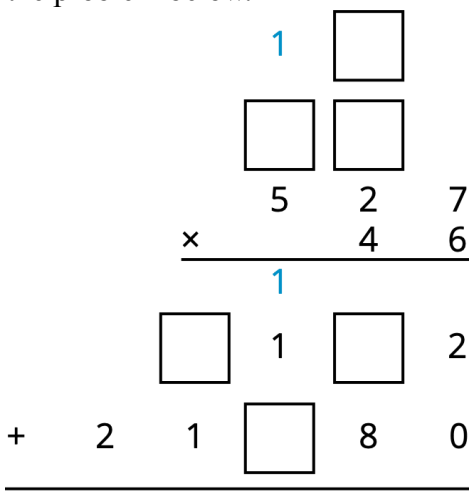
$41,235 \times 8 =$

(From Unit 4, Lesson 4.)

5. Find the value of 224×34 using the standard algorithm.

(From Unit 4, Lesson 5.)

6. Fill in the blank to complete the problem below.



(From Unit 4, Lesson 6.)

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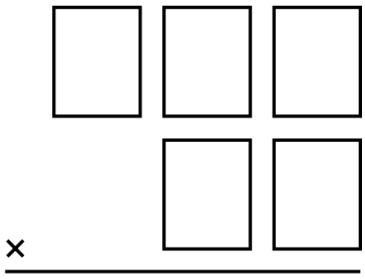
7. Diego is trying to find the smallest product of a two-digit by three-digit number using the numbers 1 through 5. He finds the product 14,040. Is there a smaller product he could find using the numbers 1 through 5? Explain your reasoning.

(From Unit 4, Lesson 7.)

8. a. Use the digits 2, 4, 6, 8, and 0 to create a product that is close to the value 20,000.



b. Explain your reasoning. Type in the box.

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(From Unit 4, Lesson 8.)

9. a. A company designs milk cartons. The company wants to make a carton with the greatest volume possible. Which dimensions representing the height, length, and width in inches will make the greatest volume for a milk carton?

A. $8 \times 10 \times 2$

A. $11 \times 9 \times 2$

B. $12 \times 5 \times 2$

C. $15 \times 6 \times 2$

b. Show or explain your reasoning.

(From Unit 4, Lesson 9.)

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10. EXPLORATION

Use multiplication and division to complete the math puzzle.