

Name _____

Understand Multiplication and Division of Whole Numbers

5 points

Dear Family,

Your child is learning how to multiply. Help him or her think of multiplication as joining equal groups. For example, 5×2 is 5 groups of 2. So, $5 \times 2 = 10$.

Your child is also learning how to divide. Help him or her think of division as sharing equally. For example, $42 \div 7$ can be thought of as 42 crayons and 7 boxes. Each box has an equal number of crayons. There are 6 crayons in each box.

Do the activities below with your child to help him or her learn multiplication and division concepts and facts.

Multiplication Stories

Give your child a multiplication fact, such as 4×3 . Have your child tell you a multiplication story for that fact. Sample story: Jake has 4 bags of apples. There are 3 apples in each bag. How many apples does Jake have in all? Repeat the activity with a different multiplication problem.

Division Stories

Give your child a division fact, such as $32 \div 8$. Have your child tell you a division story for that fact. Sample story: Sally has 32 pictures. She puts an equal number of pictures on 8 pages. How many pictures does Sally put on each page? Repeat the activity with a different division problem.

Observe Your Child

Ask your child to explain the relationship of the factors in multiplication to the number of equal groups and the number in each group.

Nombre _____

De la escuela al hogar
(en español)

Tema **1**

Multiplicación y división de números enteros

Estimada familia:

Su niño(a) está aprendiendo a multiplicar. Ayúdelo(a) a pensar en la multiplicación como la unión de grupos iguales. Por ejemplo, 5×2 es 5 grupos de 2. Por tanto, $5 \times 2 = 10$.

Su niño(a) también está aprendiendo a dividir. Ayúdelo(a) a pensar en la división como repartir equitativamente. Por ejemplo, $42 \div 7$ se puede pensar como 42 crayones y 7 cajas. Cada caja tiene la misma cantidad de crayones. Hay 6 crayones en cada caja.

Haga con su niño(a) las actividades de abajo para ayudarlo(a) a aprender los conceptos y las operaciones de multiplicación y división.

Cuentos sobre multiplicación

Dé a su niño(a) una operación de multiplicación, como 4×3 . Pida a su niño(a) que le cuente un cuento sobre multiplicación para esa operación. Ejemplo de cuento: Jake tiene 4 bolsas de manzanas. Hay 3 manzanas en cada bolsa. ¿Cuántas manzanas tiene Jake en total? Repita la actividad con un problema de multiplicación diferente.

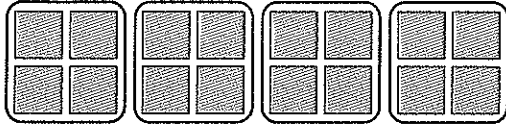
Cuentos sobre división

Dé a su niño(a) una operación de división, como $32 \div 8$. Pida a su niño(a) que le cuente un cuento sobre división para esa operación. Ejemplo de cuento: Sally tiene 32 fotos. Pone la misma cantidad de fotos en 8 páginas. ¿Cuántas fotos puso Sally en cada página? Repita la actividad con un problema de división diferente.

Observe a su niño(a)

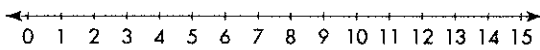
Pida a su niño(a) que explique la relación de los factores de multiplicación con el número de grupos iguales y el número en cada grupo.

1. Bri drew a picture. Choose all of the equations that represent Bri's picture.



- $1 + 1 + 1 + 1 = 4$
- $4 + 4 + 4 = 12$
- $4 + 4 + 4 + 4 = 16$
- $4 \times 2 = 8$
- $4 \times 4 = 16$

2. Lance is putting 2 apple slices on each of 6 salads. What is the total number of apple slices? Show the problem on a number line. Then write the answer.

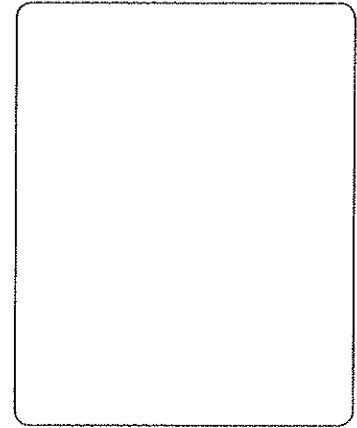
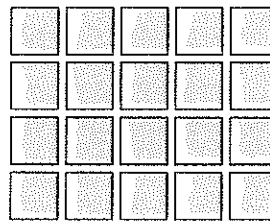


apple slices

3. To water 4 plants, Noah needs to fill his watering can 2 times. He has 16 plants and wants to know how many times he will fill his watering can in all. Which tools would be appropriate for Noah to use to solve the problem? Choose all that apply.

- Cubes
- Ruler
- Grid paper
- Counters
- Pennies

4. Fred keeps his coin collection organized in an array. Draw a different array that has the same factors. Then write multiplication equations for each array.



5. Daniel kicked five 3-point field goals in his football game. For questions 5a-5d, choose Yes or No to tell if the equation shows a way to find the number of points that Daniel scores.

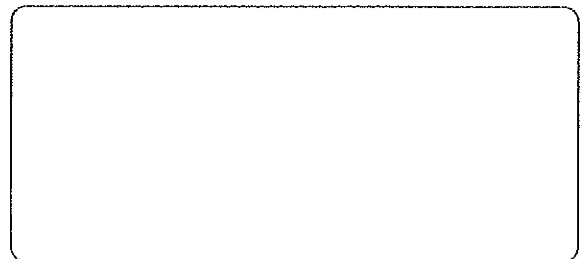
5a. $5 + 5 = 10$ Yes No

5b. $5 + 3 = 8$ Yes No

5c. $5 \times 3 = 15$ Yes No

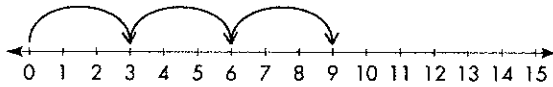
5d. $3 + 3 + 3 + 3 + 3 = 15$ Yes No

6. Frances has 3 boxes of books with 6 books in each box. Draw an array to show the books. Find the total number of books.

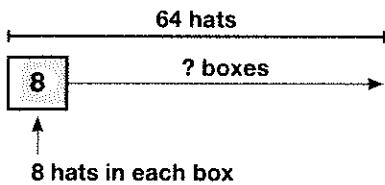


7. Zander has 21 basketballs that he wants to put into 2 different racks. Can there be equal groups of basketballs with no basketballs remaining? Why or why not?

8. Mikael solves a multiplication problem by drawing jumps on a number line. Which multiplication equation does his number line show?



9. Taylor needs to put 8 hats in each box. She has 64 hats. Which equation can help you find how many boxes Taylor can fill?



- (A) $64 \times 8 = \square$
 (B) $8 \div 64 = \square$
 (C) $64 \div \square = 8$
 (D) $64 \div \square = 64$

10. Omar uses repeated subtraction to find $54 \div 6$. How many groups of 6 does Omar subtract?

11. Rosa picks 24 apples to share with her teachers. She wants to give 4 apples to each of her teachers.

Part A

Explain how Rosa can figure out how many teachers can get apples.

Part B

Explain a different way that Rosa can figure out how many teachers can get apples.

Name _____

Getting to Work

Liam has a weekly budget of \$20 for lunch. He buys the same lunch from a food truck every day for one week. The amount of money Liam spends is shown in the table.

Lunch Money Spent This Week

Day	Cost of Lunch
Monday	\$4
Tuesday	\$4
Wednesday	\$4
Thursday	\$4
Friday	\$4

Use the **Lunch Money Spent This Week** table to answer Questions 1–4.

1. How much money has Liam spent on lunch at the end of the week? Write an addition equation to solve.

2. Did Liam spend more than his budget? Explain.

3. Liam decides that, for next week, he will only buy lunch on Wednesday, Thursday, and Friday. How much will Liam spend on lunch next week?

4. After reviewing his lunch spending, Liam decides that he wants to buy lunch every day except on Friday. He plans to save the extra \$4 per week to buy a new blender for \$32. How many weeks will Liam need to save his money?

Liam makes soup for himself and two friends with his new blender. They split the cost of some groceries equally among the three of them. How much will each person spend? Use the **Grocery Costs** table to answer Questions 5 and 6.

5. What tool can you use to help solve the problem?
Explain how you can use that tool.

Grocery Costs

Item	Cost
Tomatoes	\$7
Onion	\$3
Green Beans	\$5
Carrots	\$6

6. Solve the problem. Write a division equation to show your answer.

7. Liam buys 2 boxes of tomatoes. One box has 2 rows with 8 tomatoes in each row. The other box has 8 rows with 2 tomatoes in each row. Draw an array, then write a multiplication equation for each box.

Box 1

Box 2

8. Use your multiplication equations to complete the equation below.
Do the boxes have the same number of tomatoes? Explain.

$\times 8 = \quad \times 2$