Section B: Practice Problems

1. Mai has a sheet of stickers with 23 rows and 8 stickers in each row.

   a. Does Mai have more or less than 100 stickers? Explain your reasoning.

   b. Find how many stickers Mai has. Explain or show your reasoning.

(From Unit 6, Lesson 5.)

2. Find the value of 7×64. Use a diagram if it is helpful.

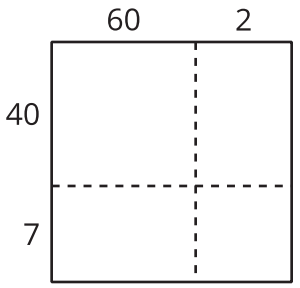
(From Unit 6, Lesson 6.)

3. a. Use the diagram to find the value of 8×573.

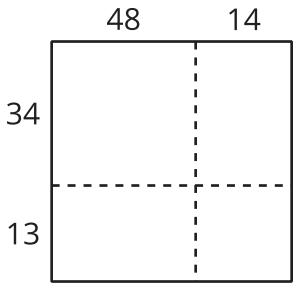
b. Find the value of $4 \times 3{,}516$.

(From Unit 6, Lesson 7.)

4. a. Use the diagram to find the value of 47×62.

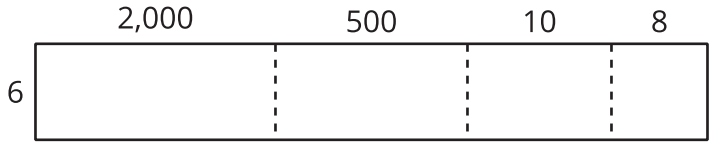


b. Would this diagram be helpful to find the value of 47×62? Explain your reasoning.



(From Unit 6, Lesson 8.)

5. The diagram and calculations show two ways for finding the value of $2{,}518 \times 6$.



$$\begin{array}{r} 2,518 \\ \times \quad 6 \\ \hline 1 \\ 48 \\ 600 \\ 3,000 \\ +\ 12,000 \\ \hline 15,108 \end{array}$$

a. How does each part of the vertical calculation relate to the diagram?

b. Find the value of $3{,}172 \times 5$ using a method of your choice.

(From Unit 6, Lesson 9.)

6. Here is an incomplete calculation that uses partial products of 65×43.

a. Write multiplication expressions that the numbers 15, 180, 200, and 2,400 each represent. Then, find the value of 65×43.

$$\begin{array}{r} 65 \\ \times \ 43 \\ \hline 15 \\ 180 \\ 200 \\ +\ 2,400 \\ \hline \end{array}$$

b. Find the value of the product 45×38.

(From Unit 6, Lesson 10.)

7. Here is how Elena calculated the value of 723×3.

$$\begin{array}{r} 7\ 2\ 3 \\ \times\quad\ \ 3 \\ \hline 2,\ 1\ 6\ 9 \end{array}$$

a. Where does the 9 in Elena's calculation come from? What about the 6?

b. Where do the 2 and the 1 in calculation come from?

c. Use Elena's method to find the value of 534×2.

(From Unit 6, Lesson 11.)

8. There are 4,218 students in school district A. School district B has 3 times as many students as school district A. How many students are in school district B? Explain or show your reasoning.

(From Unit 6, Lesson 12.)

9. **Exploration**

Clare was double checking her answers for some products. Without doing the computation again, she knew that these answers were incorrect. How might Clare have known?

a. $5 \times 5{,}783 = 27{,}914$

b. $7 \times 8{,}419 = 54{,}253$

c. $9 \times 9{,}999 = 99{,}999$

10. **Exploration**

Here is Mai's strategy to find the value of $9 \times 8{,}235$.

$$\begin{array}{r} 82,350 \\ -\quad 8,235 \\ \hline 74,115 \end{array}$$

a. Explain why Mai's method works.

b. Use Mai's method to find the value of $9 \times 6{,}789$.

c. Find the value of $9 \times 6{,}789$ using a strategy you learned. How is Mai's method like yours? How is it different than yours?