

End-of-Unit Assessment Study Guide

Foundations of Multiplication and Division

CFA on Friday, October 25th

Review Resources:

IXL (Objectives D.1-D.8 and E.1-E.5)

IXL objectives may involve problems with larger numbers than students need to be comfortable multiplying for the CFA. The test will only include two digit by one digit multiplication.

Morning Work Notebook

- Students should know or be able to find the products for multiplication combinations through 12×12 and the quotients for related division facts.
- Students should be able to create a story problem about a multiplication combination and answer the question in a complete sentence.
 - Example:
 - If Susan has four boxes of candy, with 12 pieces in each box, how much candy does she have in all?
 - *Answer: Susan has 48 pieces of candy in all.*
- Students should be able to identify multiples of numbers.
 - Example: Five multiples of 6 are 6, 12, 18, 24, 30
- Students should be able to find all of the factors for a number
 - Example: The factors of 16 are 1, 2, 4, 8, 16
- Students should be able to use an array to identify factors of a number.
 - Example: The array below shows that 3 and 4 are both factors of 12.

- Students should be able to skip count by multiples of ten.
- Example: Ten multiples of 20 are 20, 40, 60, 80, 100, 120, 140, 160, 180, 200

- Students need to be able to identify how the product can be identified using multiple strategies.
 - Example:

 - Example:

- Students need to understand the Associative Property of Multiplication, although they do not need to know the name of the property.
 - The grouping of numbers in a multiplication problem does not affect the product
 - Example: $(4 \times 3) \times 2 = 4 \times (3 \times 2)$

- Students need to be able to solve single step and multi-step word problems using addition, subtraction, multiplication and division.

- Students need to be able to estimate the answer to a multiplication problem.