Grade 5+: Computational Fluency

Names: _____ Date: _____

Collaborative Task

Find the product of 14 and 8.

1. Record your own strategies for solving with pictures, numbers and words:

2. Share your strategy for solving with a friend.

3. After independent reflection and partner strategy sharing prepare to share with the whole class.

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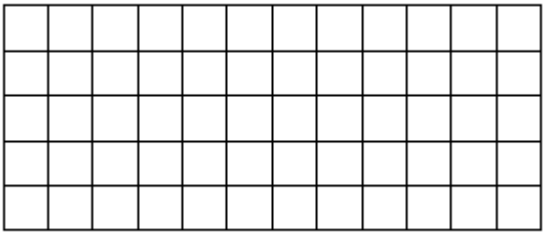
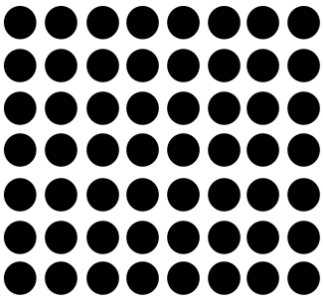
Assessment Question	Reflections
1. Write 2 **multiplication** equations that match this array:  _____ _____	
2. Write 2 **division** equations that match this array:  _____ _____	
3. What is a reasonable estimate for 6 402 + 127 307 ?	
4. Write the missing numeral: 17 + 23 = 20 + ☐	

5. There are 328 students in the school. Each student sold 41 packets of seeds. ***About*** how many packets were sold?

Provide a reasonable but **too low estimate**

and

a reasonable **but too high estimate.**

Explain your reasoning for your estimates.

6. James has 37 trading cards. Mei-Ling gives him some of her cards so he now has 54 cards in his collection.

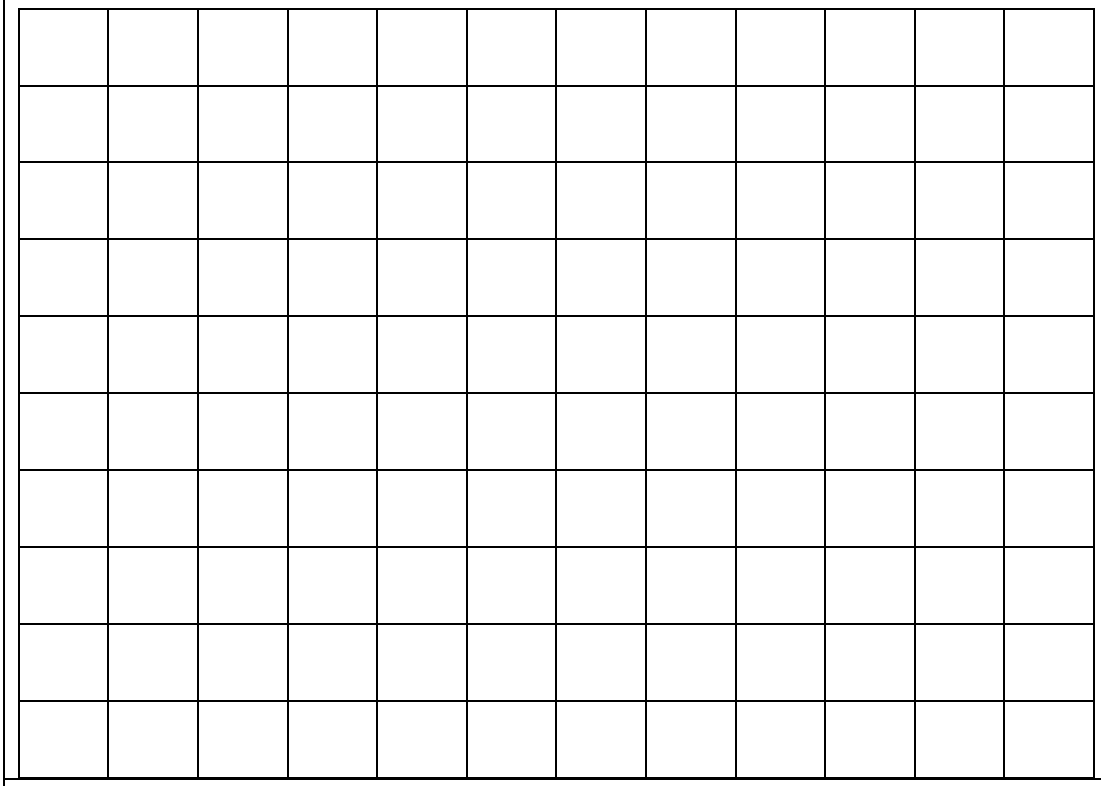
Without solving, show what you would enter into a calculator to find out how many trading cards Mei-Ling gave James?

7. Sami makes 5 piles of candies with 8 candies in each. There is one pile for each of his friends.

Three more friends came so he must remake the piles.

If each friend gets the same amount, how many candies will each one get?

8. Design and label two **different** rectangles with an area of 36 cm^2.



9. Think of a number that is a multiple of 9 is also a multiple of 6. Explain how you know.

10. Reanna is training for a swim meet. She goes to the pool for 27 days and swims 58 laps each day. In her training log, Reanna needs to record the total number of laps she has completed.

    How many laps had Reanna completed at the end of 27 days?
    Show two ways that you can solve this problem.

One way I solved the question:	A second way I solved the question:

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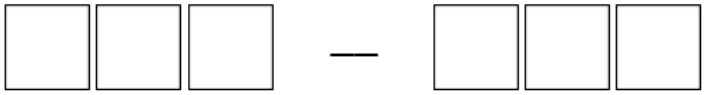
Performance Task

Part A

Place any digit 1 through 9 in the boxes to create the **smallest** possible difference. Use each digit only once.



How do you know you have found the **smallest** difference without subtracting? Describe the strategy used to solve.

Part B

Now try the question again with digits 0-9, using each digit only once.

How do you know you have found the **smallest** difference without subtracting? Describe the strategy used to solve.

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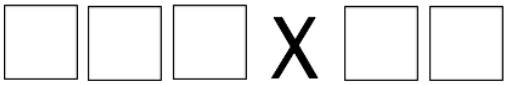
Performance Task

Using the digits **2, 4, 6, 7** and **9**, make a 3-digit number and a 2-digit number that would give the greatest product. Use each digit only once.



How do you know you have found the greatest product without multiplying? Show the strategy you used to solve.