

## Unit 3: Number Sense

### Quiz (Lessons 14–16) — MB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Find the answer by turning the product into a smaller product and a sum.

a)  $6 \times 8 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

b)  $7 \times 6 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

2. Multiply.

a)  $3 \times 40 =$  \_\_\_\_\_

b)  $4 \times 500 =$  \_\_\_\_\_

c)  $6 \times 300 =$  \_\_\_\_\_

d)  $9 \times 200 =$  \_\_\_\_\_

3. Multiply.

a)  $6 \times 4 =$  \_\_\_\_\_

b)  $5 \times 3 =$  \_\_\_\_\_

c)  $4 \times 9 =$  \_\_\_\_\_

$60 \times 400 =$  \_\_\_\_\_

$500 \times 30 =$  \_\_\_\_\_

$400 \times 90 =$  \_\_\_\_\_

4. Double 3 times the number to find 6 times the number. Then find 12 times the number by doubling again.

a)  $3 \times 7 =$  \_\_\_\_\_

b)  $3 \times 8 =$  \_\_\_\_\_

**BONUS ►**  $3 \times 40 =$  \_\_\_\_\_

so  $6 \times 7 =$  \_\_\_\_\_

so  $6 \times 8 =$  \_\_\_\_\_

so  $6 \times 40 =$  \_\_\_\_\_

and  $12 \times 7 =$  \_\_\_\_\_

and  $12 \times 8 =$  \_\_\_\_\_

and  $12 \times 40 =$  \_\_\_\_\_

5. Multiply by finding a multiple of 10.

a)  $5 \times 29 \times 2 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

b)  $4 \times 43 \times 5 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

## Unit 3: Number Sense

Answer Key

### Quiz (Lessons 14–16) — MB

1. a)  $(5 \times 8) + 8$   
40 + 8  
48  
b)  $(6 \times 6) + 6$   
36 + 6  
42
2. a) 120  
b) 2000  
c) 1800  
d) 1800
3. a) 24  
24 000  
b) 15  
15 000  
c) 36  
36 000
4. a) 21  
42  
84  
b) 24  
48  
96

#### BONUS

- 120  
240  
480
5. a)  $5 \times 2 \times 29$   
 $10 \times 29$   
290  
b)  $4 \times 5 \times 43$   
 $20 \times 43$   
860

# Unit 3: Number Sense

## Quiz (Lessons 17–19) — MB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Rewrite the product in expanded form. Find the product.

a)  $5 \times 24 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

b)  $7 \times 43 =$  \_\_\_\_\_

$=$  \_\_\_\_\_

$=$  \_\_\_\_\_

2. A painter needs to buy a plastic sheet to cover the floor of the room she is painting. The dimensions must be 9 m by 35 m. Write the dimensions as a product in expanded form and solve.

3. Multiply.

a)

	6	3
$\times$		2
<hr/>		

b)

	9	2
$\times$		3
<hr/>		

4. Multiply. Regroup when you need to.

a)

	6	8
$\times$		3
<hr/>		

b)

	7	4
$\times$		9
<hr/>		

# Unit 3: Number Sense

continued

## Quiz (Lessons 17–19) — MB

5. A square is painted on the ground in the schoolyard. All four sides are 17 m long. Multiply using a grid to determine the total length of the sides.


6. Multiply.

a)

3	4	4
×		2
<hr/>		

b)

1	2	3
×		3
<hr/>		

c)

2	3	1
×		2
<hr/>		

**BONUS ►**

3	3	2	3	1
×				2
<hr/>				

7. Multiply by regrouping where necessary.

a)

	6	5	4
×			6
<hr/>			

b)

	8	0	6
×			7
<hr/>			

**BONUS ►**

	3	7	1	0	9	4
×						5
<hr/>						

# Unit 3: Number Sense

## Quiz (Lessons 17–19) — MB

Answer Key

1. a)  $(5 \times 20) + (5 \times 4)$   
 $100 + 20$   
 $120$ 

b)  $(7 \times 40) + (7 \times 3)$   
 $280 + 21$   
 $301$
2.  $9 \times 35 = (9 \times 30) + (9 \times 5)$   
 $= 270 + 45 = 315$
3. a) 126  
b) 276
4. a) 204  
b) 666

5.

		2	
	1	7	
		4	
×			
		6	8

6. a) 688  
b) 369  
c) 462

### BONUS

66 462

7. a)

		3	2	
	6	5	4	
			6	
×				
	3	9	2	4

b)

		4	
	8	0	6
			7
×			
	5	6	4 2

### BONUS

Teacher to check  
grid.  
1 855 470

# Unit 3: Number Sense

## Quiz (Lessons 20–22) — MB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Estimate the product by rounding to the nearest hundred.

a)  $432 \times 205 \approx$  \_\_\_\_\_ b)  $868 \times 391 \approx$  \_\_\_\_\_

2. Hanna donated 82 hardcover books to charity. She estimated that if all the books were sold for \$7 each, the charity would make about \$450. Is Hanna's estimate good? Why?

3. Multiply. Do the rough work in the grid.

$79 \times 35$

$79 \times 5 =$  \_\_\_\_\_

$79 \times 30 =$  \_\_\_\_\_

so  $79 \times 35 =$  \_\_\_\_\_


4. Multiply.

a)

	5	7	
×	3	6	
<hr/>			
<hr/>			

b)

	2	9	
×	4	6	
<hr/>			
<hr/>			

5. Multiply.

	3	9	2	
×		4	6	
<hr/>				
<hr/>				

# Unit 3: Number Sense

## Quiz (Lessons 20–22) — MB

Answer Key

1. a)  $400 \times 200 = 80\,000$   
b)  $900 \times 400 = 360\,000$

2.  $82 \times 7 \approx 80 \times 7 = 560$   
Her estimate is not good because it is much lower than \$560.

3.

		4	
	7	9	
×		5	
3	9	5	

		2	
	7	9	
×		3	0
2	3	7	0

395  
2370  
2765

4. a)

		2	4	
		5	7	
×		3	6	
	3	4	2	
1	7	1	0	
2	0	5	2	

b)

		3	5	
		2	9	
×		4	6	
	1	7	4	
1	1	6	0	
1	3	3	4	

5.

		3		
		5	1	
		3	9	2
×			4	6
	2	3	5	2
1	5	6	8	0
1	8	0	3	2

## Unit 3: Number Sense

### Test (Lessons 14–22) — MB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Fill in the missing products and number. Then write an equation.



\_\_\_\_\_

2. Find the answer by turning the product into a smaller product and a sum.

$$6 \times 9 = \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

3. Multiply the one-digit numbers to find the second product.

a)  $7 \times 6 = \underline{\hspace{2cm}}$

**BONUS ►**  $5 \times 8 = \underline{\hspace{2cm}}$

$$70 \times 600 = \underline{\hspace{2cm}}$$

$$5000 \times 800 = \underline{\hspace{2cm}}$$

4. Explain how you knew how many zeros to put in your answer in Question 3, part a).

5. Use doubling to find 16 times the number.

a) 4

**BONUS ►** 40

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

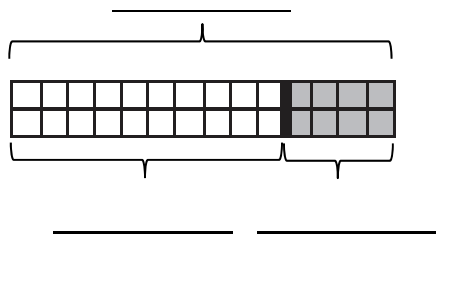


# Unit 3: Number Sense

continued

## Test (Lessons 14–22) — MB

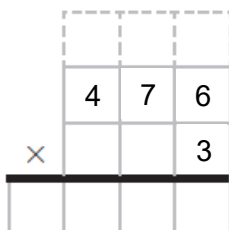
6. Write a product for the whole array and for each part of the array. Then write an equation.



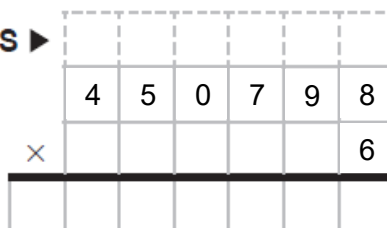
7. A paving company is going to pave a driveway. The dimensions must be 9 m by 43 m. Write the dimensions as a product in expanded form and solve.

8. Multiply by regrouping where necessary.

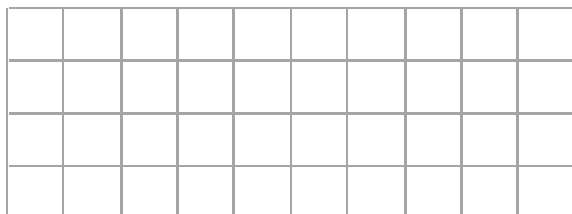
a)



**BONUS ►**



9. The Saskatchewan River is 1939 km long and flows through Alberta, Saskatchewan, and Manitoba. Marina has kayaked the entire length of the river 5 times. How many kilometres has she kayaked altogether? Use the grid.



## Unit 3: Number Sense

continued

### Test (Lessons 14–22) — MB

10. Lela and Tasha each spend \$7 a day to buy lunch at school. If they both bought lunch on 58 days last year, how much did each girl spend and how much did they spend altogether? Estimate, then do the multiplication in the grid to check your answer.


11. Multiply.

		2	8	3
×			5	7
<hr/>				
<hr/>				

# Unit 3: Number Sense

Answer Key

## Test (Lessons 14–22) — MB

1.  $3 \times 9$   
 $2 \times 9$   
 9  
 $3 \times 9 = (2 \times 9) + 9$

2.  $(5 \times 9) + 9$   
 $45 + 9$   
 54

3. a) 42  
 42 000

### BONUS

40  
 4 000 000

4. There should be as many zeros in the answer as there are in the two numbers being multiplied.

5. a)  $4 \times 2 = 8$   
 $8 \times 2 = 16$   
 $16 \times 2 = 32$   
 $32 \times 2 = 64$

### BONUS

$40 \times 2 = 80$   
 $80 \times 2 = 160$   
 $160 \times 2 = 320$   
 $320 \times 2 = 640$

6.  $2 \times 14$   
 $2 \times 10, 2 \times 4$   
 $2 \times 14 = (2 \times 10) + (2 \times 4)$
7.  $9 \times 43 = (9 \times 40) + (9 \times 3)$   
 $= 360 + 27 = 387$

8. a)
- |   |   |   |   |
|---|---|---|---|
|   | 2 | 1 |   |
|   | 4 | 7 | 6 |
| × |   |   | 3 |
|   | 1 | 4 | 2 |
|   | 1 | 4 | 2 |
|   | 1 | 4 | 2 |

### BONUS

Teacher to check grid.  
 2 704 788

- 9.
- |   |   |   |   |   |
|---|---|---|---|---|
|   | 4 | 1 | 4 |   |
|   | 1 | 9 | 3 | 9 |
| × |   |   |   | 5 |
|   | 9 | 6 | 9 | 5 |

10. Estimate:  
 $58 \times 7 \approx 60 \times 7 = 420$   
 Each girl spent \$420.  
 $420 + 420 = 840$   
 They spent \$840 altogether.

Calculation:

	5	
	5	8
×		7
4	0	6

Each girl spent \$406.  
 $406 + 406 = 812$   
 They spent \$812 altogether.

- 11.
- |   |   |   |   |   |
|---|---|---|---|---|
|   | 4 | 1 |   |   |
|   |   | 5 | 2 |   |
|   |   | 2 | 8 | 3 |
| × |   |   | 5 | 7 |
|   | 1 | 9 | 8 | 1 |
|   | 1 | 4 | 1 | 5 |
|   | 1 | 6 | 1 | 3 |
|   | 1 | 6 | 1 | 3 |