**Lesson 3 Small-Group Practice**

* 1. **Describe** how to compute the quotient. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Compute** the quotient. Clearly **show** each step of your work.
  2. **State** the quotient. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. 3.2 × (−1.07)
   1. **Describe** how to compute the product. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Compute** the product. Clearly **show** each step of your work.
  2. **State** the product. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  3. **Describe** how to compute the product. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Compute** the product. Clearly **show** each step of your work.
  2. **State** the product. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. −6 0.4
   1. **Describe** how to compute the quotient. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Compute** the quotient. Clearly **show** each step of your work.
  2. **State** the quotient. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Fred spent $3.15 on  pounds of peanuts. How much did he pay for each pound of peanuts?
   1. **Express** the real-life situation as a number sentence. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Explain** how you knew which operator to use in your expression from **part a**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Answer** the question by evaluating your number sentence from **part a**. Clearly **show** each step of your work.

**Lesson 3 Small-Group Practice - KEY**

* 1. **Describe** how to compute the quotient. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

First, I will write 5 as a fraction. Then I will rewrite the division problem as a multiplication problem by changing the division symbol into a multiplication symbol, and flipping the second fraction upside-down. Then, I will multiply the fractions by multiplying the numerators and denominators.

* 1. **Compute** the quotient. Clearly **show** each step of your work.
  2. **State** the quotient.

1. 3.2 × (−1.07)
   1. **Describe** how to compute the product. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

First, I will line the digits up vertically to multiply by hand. I will ignore the decimal points at first. Then, I will multiply as usual. When I am done multiplying, I will count up the number of digits that come after the decimal point and put that many decimal digits in my final product.

* 1. **Compute** the product. Clearly **show** each step of your work.
  2. **State** the product. −3.424
  3. **Describe** how to compute the product. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

First I will rewrite the mixed numbers as improper fractions. Then I will cross-reduce. Then I will multiply the numerators and denominators together.

* 1. **Compute** the product. Clearly **show** each step of your work.
  2. **State** the product. **−**8

1. −6 0.4
   1. **Describe** how to compute the quotient. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

I will set this problem up using long division. I will move the decimal point of the divisor over to the right as far as I can. Then I will move the decimal point in the dividend to match. Then I will do long division like normal.

* 1. **Compute** the quotient. Clearly **show** each step of your work.
  2. **State** the quotient. **−15**

1. Fred spent $3.15 on  pounds of peanuts. How much did he pay for each pound of peanuts?
   1. **Express** the real-life situation as a number sentence. **3.15 ÷ 4.5**
   2. **Explain** how you knew which operator to use in your expression from **part a**.

I knew this was division because I am splitting up the total cost into equal groups.

* 1. **Answer** the question by evaluating your number sentence from **part a**. Clearly **show** each step of your work.

Fred spent $0.70 on each pound of bananas.