**Lesson 3 Small-Group Practice**

1. $\frac{3}{5}÷5$
	1. **Describe** how to compute the quotient. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

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* 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?*

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* 1. **Compute** the product. Clearly **show** each step of your work.
	2. **State** the product. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
1. $-2\frac{1}{2}×3\frac{1}{5}$
	1. **Describe** how to compute the product. *Should you rewrite the numbers or expression before beginning? How will you set the problem up?*

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* 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?*

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* 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**.

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* 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. $\frac{3}{5}÷5$
	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.

$$\frac{3}{5}÷5$$

$$\frac{3}{5}÷\frac{5}{1}$$

$$\frac{3}{5}×\frac{1}{5}=\frac{3}{25}$$

* 1. **State** the quotient. $\frac{3}{25}$
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.

$$3.2×-1.07$$

$$107$$

$$×32$$

$$3424$$

* 1. **State** the product. −3.424
1. $-2\frac{1}{2}×3\frac{1}{5}$
	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 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.

$$-2\frac{1}{2}×3\frac{1}{5}$$

$$-\frac{5}{2}×\frac{16}{5}$$

$$-\frac{1}{1}×\frac{8}{1}=-8$$

* 1. **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.