NAME

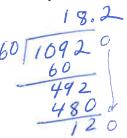
DATE

PERIOD

## Unit 5, Lesson 13: Dividing Decimals by Decimals

- 1. A student said, "To find the value of  $109.2 \div 6$ , I can divide 1,092 by 60."
  - a. Do you agree with this statement? Explain your reasoning.

b. Calculate the quotient of  $109.2 \div 6$  using any method of your choice.

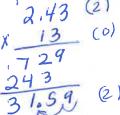


2. Here is how Han found  $31.59 \div 13$ :

- a. At the second step, Han subtracts 52 from 55. How do you know that these numbers represent tenths? 5.5 = 55
- b. At the third step, Han subtracts 39 from 39. How do you know that these numbers represent hundredths?

Because 2 places to the right of the decimal.

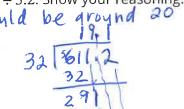
c. Check that Han's answer is correct by calculating the product of 2.43 and 13.

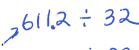


- a. Write two division expressions that have the same value as  $61.12 \div 3.2$ .

  b. Find the value of  $61.12 \div 3.2$ . Show your reasoning.

  Should be around 20







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4. A bag of pennies weighs 5.1 kilogram. Each penny weighs 2.5 grams. About how many pennies are in the bag? Think divide or multiply?

A. 20 B. 200

C. 2,000

D. 20,000

5. Find each difference. If you get stuck, consider drawing a diagram.

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a. 2.5 - 1.6

(from Unit 5, Lesson 3)

6. Plant B is  $6\frac{2}{3}$  inches tall. Plant C is  $4\frac{4}{15}$  inches tall. Complete the sentences and show your reasoning.

a. Plant C is  $\frac{4}{15}$  inches tall. A plant B.  $4\frac{4}{15} \div 6\frac{3}{3} = \frac{64}{15} \div \frac{20}{3} = \frac{164}{155} \times \frac{31}{205} = \frac{16}{25}$ 

a. Plant C is \_\_\_\_\_ times as tall as Plant B. shorter +qler

b. Plant C is  $\frac{3^2/5}{5}$  inches  $\frac{5horter}{5}$  (taller or shorter) than Plant B.

6<sup>2</sup>/<sub>3</sub>/<sub>5</sub> 6<sup>10</sup>/<sub>15</sub> - 4<sup>4</sup>/<sub>15</sub> 2<sup>6</sup>/<sub>5</sub> 2<sup>3</sup>/<sub>5</sub>

(from Unit 4, Lesson 12)

7. At a school, 460 of the students walk to school.

1/5=,2

a. The number of students who take public transit is 20% of the number of students who walk. How many students take public transit?

b. The number of students who bike to school is 5% of the number of students who walk. How many Students bike to school?

Unit 5: Arithmetic in Base Ten Lesson 13: Dividing Decimals by Decimals

3460 105 (2) 23,00 23 students