

10/23/18 Multiplication Word Problems  
9 Questions

1. I have  $\frac{6}{15}$  of a protein bar. If I want to eat  $\frac{1}{4}$  of that, what portion of the whole bar would I have eaten?

A  $\frac{24}{15}$   
 C  $\frac{1}{11}$

B  $\frac{1}{10}$   
 D  $\frac{1}{9}$

2. Nathan borrowed  $\frac{3}{8}$  of a piece of butcher paper. His friend borrowed  $\frac{2}{6}$  of what Nathan didn't use. How much did his friend borrow?

A  $\frac{2}{24}$   
 C  $\frac{5}{24}$

B  $\frac{2}{8}$   
 D  $\frac{3}{48}$

3. Sarayu ate  $\frac{2}{3}$  of a lemon cracker pie. Shriyaa came along, and ate  $\frac{3}{4}$  of the remaining pie. Then, Sahana saw the pie, and ate all of the remaining pie. How much of the pie did Sahana eat?

A  $\frac{2}{10}$   
 C  $\frac{1}{4}$

B  $\frac{1}{15}$   
 D  $\frac{1}{12}$

4. A group of students need 2 and  $\frac{1}{3}$  pounds of flour because they need to bake a cake. They are going to need only  $\frac{1}{3}$  of 2 and  $\frac{1}{3}$  pounds of flour to make muffins. How much flour will they need for the muffins?

A  $\frac{8}{9}$   
 C 2 and  $\frac{1}{3}$

B  $\frac{7}{9}$   
 D 1 and  $\frac{7}{9}$

5. Sahana baked a pan of brownies and ate  $\frac{2}{3}$  of it. Sahiti smelt the brownies and ate  $\frac{1}{4}$  of what was remaining. How much of the brownies have been eaten?

A  $\frac{1}{6}$   
 C  $\frac{3}{4}$

B  $\frac{9}{12}$   
 D  $\frac{5}{12}$

6. Isamar had  $\frac{1}{6}$  of the erasers on a white board. Hector needed to use  $\frac{1}{7}$  of the erasers.

# 7th Grade Multiplication Word Problems

**Peipei Pang**

## **7th Grade Multiplication Word Problems:**

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**Instructor and Teacher ,1981** **Validated Practices for Teaching Students with Diverse Needs and Abilities** Susan Peterson Miller,2002 Dedicated to research based practices only as opposed to opinion based practices this text provides in depth coverage of validated methods that may be applied to teaching across all the content areas The authors emphasize effective teaching behaviors regardless of the content being taught This book helps bridge the research to practice gap and includes Less is More Approach Limiting content to validated practices results in more thorough descriptions of the selected practices than what is typically found in methods books Models The organizational structure of the book reflects the sequential process involved in effective teaching and learning i e Planning Instruction Delivering Instruction and Evaluating Student and Teacher Performance Formative review questions are provided after Chapters 3 7 and 10 and a summative review is provided after Chapter 10 to promote synthesis and retention of

important concepts Each chapter is organized to model effective pedagogy Overarching Themes The content is grounded in overarching themes i e student diversity importance of quality instruction technology applications and career long learning among teachers that reflect accurate understandings of current school contexts **A Guide to Teaching Mathematics in the Primary Grades** Arthur J. Baroody,1989 Grade level 1 2 3 k p e t **The Quality of Intellectual Work in Chicago Schools** Fred M. Newmann,1998 **Math Grade 3** Learning Horizons,2004-09

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