2 Fractions and Decimals

2.1 Multiplying Fractions
2.2 Dividing Fractions
2.3 Dividing Mixed Numbers
2.4 Adding and Subtracting Decimals
2.5 Multiplying Decimals
2.6 Dividing Decimals

"Dear Sir: You say that MOST humans use only a fraction of their brain power."

"But, $\frac{3}{2}$ is a fraction. So, does that mean that SOME humans use one and a half of their brain power?"

"One of my homework problems is ‘How many halves are in five halves?’"

"Duh?"

"If the answer isn’t 5, I’m on the wrong planet."

"My brain hurts."
What You Learned Before

Estimating Whole Number Products and Quotients

Example 1  Estimate $32 \times 88$.

$32$ is close to $30$.

$32 \times 88 \approx 30 \times 90 = 2700$

$88$ is close to $90$.

Example 2  Estimate $176 \div 57$.

$176$ is close to $180$.

$176 \div 57 \approx 180 \div 60 = 3$

$57$ is close to $60$.

Try It Yourself

Estimate the product or the quotient.

1. $9 \times 23$
2. $19 \times 22$
3. $49 \times 21$
4. $38 \times 61$
5. $38 \div 9$
6. $63 \div 22$
7. $118 \div 19$
8. $245 \div 62$

Multiplying and Dividing Whole Numbers

Example 3  Find $356 \times 21$.

Find the product or the quotient.

9. $425 \times 9$
10. $721 \times 18$
11. $599 \times 29$
12. $503 \times 12$
13. $7280 \div 20$
14. $4428 \div 18$
15. $14532 \div 29$
16. $238303 \div 29$

Try It Yourself

Find the product or the quotient.
What does it mean to multiply fractions?

Work with a partner. A bottle of water is \(\frac{1}{2}\) full. You drink \(\frac{2}{3}\) of the water. How much of the bottle of water do you drink?

**THINK ABOUT THE QUESTION:** To help you think about this question, rewrite the question.

**Words:** What is \(\frac{2}{3}\) of \(\frac{1}{2}\)?

**Numbers:** \(\frac{2}{3} \times \frac{1}{2} = ?\)

Here is one way to get the answer.

- **Draw** a length of \(\frac{1}{2}\).

```
\[\begin{array}{l}
\text{1}
\end{array}\]
```

Because you want to find \(\frac{2}{3}\) of the length, divide it into 3 equal sections.

```
\[\begin{array}{l}
\text{1}
\end{array}\]
```

Now, you need to think of a way to divide \(\frac{1}{2}\) into 3 equal parts.

- **Rewrite** \(\frac{1}{2}\) as a fraction whose numerator is divisible by 3.

```
\[\begin{array}{l}
\text{1}
\end{array}\]
```

Because the length is divided into 3 equal sections, multiply the numerator and denominator by 3.

```
\[\begin{array}{l}
\text{1}
\end{array}\]
```

In this form, you see that \(\frac{3}{6}\) can be divided into 3 equal parts of \(\frac{1}{6}\).

- Each part is \(\frac{1}{6}\) of the bottle of water, and you drank two of them. Written as multiplication, you have

```
\[\begin{array}{l}
\text{2} \\
\text{3} \\
\end{array}\]
```

\(\frac{2}{3} \times \frac{1}{2} = \frac{2}{6} = \frac{1}{3}\).

So, you drank \(\frac{1}{3}\) of the bottle of water.
MULTIPLYING FRACTIONS

Work with a partner. A park has a playground that is \( \frac{3}{4} \) of its width and \( \frac{4}{5} \) of its length. What fraction of the park is covered by the playground?

\[
\text{Fold a piece of paper horizontally into fourths and shade three of the fourths to represent } \frac{3}{4}. \\
\text{Fold the paper vertically into fifths and shade } \frac{4}{5} \text{ of the paper another color.}
\]

\[
\text{Count the total number of squares. This number is the denominator. The numerator is the number of squares shaded with both colors.}
\]

\[
\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}. \text{ So, } \frac{3}{5} \text{ of the park is covered by the playground.}
\]

**Inductive Reasoning**

Work with a partner. Complete the table by using a model or folding paper.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Verbal Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. ( \frac{2}{3} \times \frac{1}{2} )</td>
<td>( \frac{2}{3} ) of ( \frac{1}{2} )</td>
<td></td>
</tr>
<tr>
<td>4. ( \frac{3}{4} \times \frac{4}{5} )</td>
<td>( \frac{3}{4} ) of ( \frac{4}{5} )</td>
<td></td>
</tr>
<tr>
<td>5. ( \frac{2}{3} \times \frac{5}{6} )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ( \frac{1}{6} \times \frac{1}{4} )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ( \frac{2}{5} \times \frac{1}{2} )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ( \frac{5}{8} \times \frac{4}{5} )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Consider Similar Problems**

What are the similarities in constructing the models for each problem? What are the differences?

**What Is Your Answer?**

9. **IN YOUR OWN WORDS** What does it mean to multiply fractions?

10. **STRUCTURE** Write a general rule for multiplying fractions.

Practice

Use what you learned about multiplying fractions to complete Exercises 4–11 on page 59.
Find $\frac{8}{9} \times \frac{3}{4}$.

Multiply the numerators.

\[
\frac{8}{9} \times \frac{3}{4} = \frac{8 \times 3}{9 \times 4}
\]

Multiply the denominators.

\[
= \frac{24}{36}
\]

Divide out common factors.

\[
= \frac{2}{3}
\]

Simplify.

\[
= \frac{2}{3}
\]

The product is $\frac{2}{3}$.

Reasonable? $\frac{2}{3} = \frac{3}{4}$ ✓

### On Your Own

Multiply. Write the answer in simplest form.

1. $\frac{1}{2} \times \frac{5}{6}$
2. $\frac{7}{8} \times \frac{1}{4}$
3. $\frac{3}{7} \times \frac{2}{3}$
4. $\frac{4}{9} \times \frac{3}{10}$
EXAMPLE 3 Real-Life Application

You have \( \frac{2}{3} \) of a bag of flour. You use \( \frac{3}{4} \) of the flour to make empanada dough. How much of the entire bag do you use to make the dough?

**Method 1:** Use a model. Six of the 12 squares have both types of shading.

\[ \begin{align*}
\text{So, you use } \frac{6}{12} &= \frac{1}{2} \text{ of the entire bag.}
\end{align*} \]

**Method 2:** To find \( \frac{3}{4} \) of \( \frac{2}{3} \), multiply.

\[ \frac{3}{4} \times \frac{2}{3} = \frac{3 \times 2}{4 \times 3} \]

Multiply the numerators and the denominators. Divide out common factors.

\[ = \frac{1}{2} \]

Simplify.

\[ \text{So, you use } \frac{1}{2} \text{ of the entire bag.} \]

5. **WHAT IF?** In Example 3, you use \( \frac{1}{4} \) of the flour to make the dough. How much of the entire bag do you use to make the dough?

**Key Idea**

**Multiplying Mixed Numbers**

Write each mixed number as an improper fraction. Then multiply as you would with fractions.

**EXAMPLE 4 Multiplying a Fraction and a Mixed Number**

Find \( \frac{1}{2} \times 2\frac{3}{4} \).

\[ \frac{1}{2} \times 2\frac{3}{4} = \frac{1}{2} \times \frac{11}{4} \]

Write \( 2\frac{3}{4} \) as the improper fraction \( \frac{11}{4} \).

\[ = \frac{1 \times 11}{2 \times 4} \]

Multiply the numerators and the denominators.

\[ = \frac{11}{8}, \text{or } 1\frac{3}{8} \]

Simplify.

\[ \text{The product is } 1\frac{3}{8}. \]

**Reasonable?** \( 1\frac{3}{8} \approx \frac{1}{2} \) ✔

Section 2.1 Multiplying Fractions 57
Chapter 2  Fractions and Decimals

EXAMPLE 5  Multiplying Mixed Numbers

Find $1\frac{4}{5} \times 3\frac{2}{3}$.

Estimate $2 \times 4 = 8$

Write $1\frac{4}{5}$ and $3\frac{2}{3}$ as improper fractions.

Multiply fractions. Divide out the common factor 3.

Simplify.

The product is $6\frac{3}{5}$.

Reasonable? $6\frac{3}{5} \approx 8$ ✓

On Your Own

Multiply. Write the answer in simplest form.

6. $\frac{1}{3} \times \frac{1}{6}$

7. $\frac{3}{2} \times \frac{4}{9}$

8. $\frac{1}{7} \times \frac{2}{5}$

9. $\frac{5}{7} \times \frac{2}{10}$

EXAMPLE 6  Real-Life Application

A city is resurfacing a basketball court. Find the area of the court.

Estimate $21 \times 14 = 294$

Write the formula for the area of a rectangle.

Substitute $21\frac{1}{3}$ for $\ell$ and $13\frac{1}{2}$ for $w$.

Write $21\frac{1}{3}$ and $13\frac{1}{2}$ as improper fractions.

Multiply fractions. Divide out common factors.

Simplify.

So, the area of the court is 288 square meters.

Reasonable? $288 \approx 294$ ✓

On Your Own

10. Find the area of a rectangular air hockey table that is $8\frac{1}{4}$ feet by $4\frac{3}{8}$ feet.
Vocabulary and Concept Check

1. **WRITING** Explain how to multiply two fractions.

2. **REASONING** Name the missing denominator.
   \[
   \frac{3}{7} \times \frac{1}{x} = \frac{3}{28}
   \]

3. **OPEN-ENDED** Write two mixed numbers between 3 and 4 that have a product between 9 and 12.

Practice and Problem Solving

Multiply. Write the answer in simplest form.

1. \(\frac{1}{7} \times \frac{2}{3}\)  
2. \(\frac{5}{8} \times \frac{1}{2}\)  
3. \(\frac{1}{4} \times \frac{2}{5}\)  
4. \(\frac{3}{7} \times \frac{1}{4}\)  

5. \(\frac{2}{3} \times \frac{4}{7}\)  
6. \(\frac{5}{7} \times \frac{7}{8}\)  
7. \(\frac{3}{8} \times \frac{1}{9}\)  
8. \(\frac{5}{9} \times \frac{2}{5}\)  

9. \(\frac{2}{3} \times \frac{7}{8}\)  
10. \(\frac{3}{4} \times \frac{8}{15}\)  
11. \(\frac{5}{6} \times \frac{2}{9}\)  
12. \(\frac{5}{12} \times 10\)  
13. \(6 \times \frac{7}{8}\)  
14. \(\frac{4}{9} \times \frac{4}{5}\)  
15. \(\frac{7}{9} \times \frac{21}{10}\)

20. **ERROR ANALYSIS** Describe and correct the error in finding the product.

\[\frac{2}{5} \times \frac{3}{10} = \frac{4}{10} \times \frac{3}{10} = \frac{4 \times 3}{10 \times 10} = \frac{12}{100} = 1 \frac{1}{5}\]

21. **AQUARIUM** In an aquarium, \(\frac{2}{5}\) of the fish are surgeonfish. Of these, \(\frac{3}{4}\) are yellow tangs. What fraction of all fish in the aquarium are yellow tangs?

22. **JUMP ROPE** You exercise for \(\frac{3}{4}\) of an hour. You jump rope for \(\frac{1}{3}\) of that time. What fraction of the hour do you spend jumping rope?

Without finding the product, copy and complete the statement using <, >, or =. Explain your reasoning.

23. \(\frac{4}{7} \times \left(\frac{9}{10} \times \frac{4}{7}\right)\)  
24. \(\left(\frac{5}{8} \times \frac{22}{15}\right) \times \frac{5}{8}\)  
25. \(\frac{5}{6} \times \left(\frac{5}{6} \times \frac{7}{7}\right)\)
Multiply. Write the answer in simplest form.

26. \(\frac{1}{3} \times \frac{2}{3}\)  
27. \(\frac{5}{6} \times \frac{3}{10}\)  
28. \(\frac{2}{2} \times \frac{4}{5}\)  
29. \(\frac{3}{5} \times \frac{3}{10}\)

30. \(\frac{7}{2} \times \frac{2}{3}\)  
31. \(\frac{5}{9} \times \frac{3}{10}\)  
32. \(\frac{3}{4} \times \frac{1}{3}\)  
33. \(\frac{3}{4} \times \frac{2}{5}\)

34. \(\frac{4}{8} \times \frac{4}{9}\)  
35. \(\frac{3}{7} \times \frac{2}{5}\)  
36. \(\frac{3}{10} \times 18\)  
37. \(15 \times \frac{4}{9}\)

38. \(\frac{1}{6} \times \frac{6}{4}\)  
39. \(\frac{5}{12} \times \frac{2}{3}\)  
40. \(\frac{5}{7} \times \frac{3}{1}\)  
41. \(\frac{2}{5} \times \frac{4}{16}\)

ERROR ANALYSIS  Describe and correct the error in finding the product.

42. \(4 \times \frac{7}{10} = \frac{12}{7}\)  
43. \(\frac{2}{2} \times \frac{4}{5} = (2 \times 7) + \left(\frac{1}{2} \times \frac{4}{5}\right)\)

44. **VITAMIN C** A vitamin C tablet contains \(\frac{1}{40}\) of a gram of vitamin C. You take \(1\frac{1}{2}\) tablets every day. How many grams of vitamin C do you take every day?

45. **SCHOOL BANNER** You make a banner for a football rally.
   a. What is the area of the banner?
   b. You add a \(\frac{1}{4}\)-foot border on each side. What is the new area of the banner?

46. **NUMBER SENSE** Without calculating, is \(\frac{1}{6} \cdot \frac{4}{5}\) less than or greater than \(\frac{1}{6}\)?
   Is the product less than or greater than \(\frac{4}{5}\)? Explain your reasoning.

Multiply. Write the answer in simplest form.

47. \(\frac{1}{2} \times \frac{3}{5} \times \frac{4}{9}\)  
48. \(\frac{4}{7} \times \frac{3}{8} \times \frac{5}{6}\)  
49. \(\frac{1}{15} \times \frac{5}{2} \times \frac{7}{12}\)

50. \(\frac{3}{5}^3\)  
51. \(\left(\frac{4}{5}\right)^2 \times \left(\frac{3}{4}\right)^2\)  
52. \(\left(\frac{5}{6}\right)^2 \times \left(\frac{1}{10}\right)^2\)

53. **PICTURES** Three pictures hang side by side on a wall. What is the total area of the wall that the pictures cover?

54. **OPEN-ENDED** Find a fraction that, when multiplied by \(\frac{1}{2}\), is less than \(\frac{1}{4}\).
55. **DISTANCES** You are in a bike race. When you get to the first checkpoint, you are \( \frac{2}{5} \) of the distance to the second checkpoint. When you get to the second checkpoint, you are \( \frac{1}{4} \) of the distance to the finish. What is the distance from the start to the first checkpoint?

![Distance Diagram]

56. **NUMBER SENSE** Is the product of two positive mixed numbers ever less than 1? Explain.

57. **MODELING** You plan to add a fountain to your garden.

   a. Draw a diagram of the fountain in the garden. Label the dimensions.

   b. Describe two methods for finding the area of the garden that surrounds the fountain.

   c. Find the area. Which method did you use, and why?

![Diagram of Garden with Fountain]

58. **COOKING** The cooking time for a ham is \( \frac{2}{5} \) of an hour for each pound.

   a. How long should you cook a ham that weighs \( 12\frac{3}{4} \) pounds?

   b. Dinner time is 4:45 P.M. What time should you start cooking the ham?

59. **PETS** You ask 150 people about their pets. The results show that \( \frac{9}{25} \) of the people own a dog. Of the people who own a dog, \( \frac{1}{6} \) of them also own a cat.

   a. What fraction of the people own a dog and a cat?

   b. **Reasoning** How many people own a dog but not a cat? Explain.

---

**Fair Game Review** What you learned in previous grades & lessons

Find the prime factorization of the number. *(Section 1.4)*

60. 24  
61. 45  
62. 53  
63. 60

64. **MULTIPLE CHOICE** A science experiment calls for \( \frac{3}{4} \) cup of baking powder. You have \( \frac{1}{3} \) cup of baking powder. How much more baking powder do you need?

   *(Section 1.6)*

   - A  \( \frac{1}{4} \) cup
   - B  \( \frac{5}{12} \) cup
   - C  \( \frac{4}{7} \) cup
   - D  \( \frac{1}{12} \) cups

---

**Section 2.1** Multiplying Fractions 61
2.2 Dividing Fractions

Essential Question: How can you divide by a fraction?

1 ACTIVITY: Dividing by a Fraction

Work with a partner. Write the division problem and solve it using a model.

a. How many two-thirds are in three?

The division problem is \( \frac{1}{2} \div \frac{2}{3} \).

How many groups of \( \frac{2}{3} \) are in 3?

The remaining piece represents \( \frac{1}{2} \) of \( \frac{2}{3} \).

So, there are \( \frac{3}{2} \) groups of \( \frac{2}{3} \) in 3.

\[ \div \frac{1}{2} = \frac{3}{2} \]

b. How many halves are in five halves?

c. How many four-fifths are in eight?

\[ \div \frac{1}{2} = \frac{5}{4} \]

d. How many one-thirds are in seven halves?

e. How many three-fourths are in five halves?

Dividing Fractions

In this lesson, you will
- write reciprocals of numbers.
- use models to divide fractions.
- divide fractions by fractions.
- solve real-life problems.
Work with a partner.

a. Complete each table.

<table>
<thead>
<tr>
<th>Division Table</th>
<th>Multiplication Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 ÷ 16</td>
<td>$8 \times \frac{1}{16}$</td>
</tr>
<tr>
<td></td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>8 ÷ 8</td>
<td>$8 \times \frac{1}{8}$</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8 ÷ 4</td>
<td>$8 \times \frac{1}{4}$</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8 ÷ 2</td>
<td>$8 \times \frac{1}{2}$</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8 ÷ 1</td>
<td>$8 \times 1$</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>8 ÷ $\frac{1}{2}$</td>
<td>$8 \times 2$</td>
</tr>
<tr>
<td>8 ÷ $\frac{1}{4}$</td>
<td>$8 \times 4$</td>
</tr>
<tr>
<td>8 ÷ $\frac{1}{8}$</td>
<td>$8 \times 8$</td>
</tr>
</tbody>
</table>

b. Describe the relationship between the red numbers in the division table and the red numbers in the multiplication table.

c. Describe the relationship between the blue numbers in the division table and the blue numbers in the multiplication table.

d. **STRUCTURE** Make a conjecture about how you can use multiplication to divide by a fraction.

e. Test your conjecture using the problems in Activity 1.

### What Is Your Answer?

3. **IN YOUR OWN WORDS** How can you divide by a fraction? Give an example.

4. How many halves are in a fourth? Explain how you found your answer.

Use what you learned about dividing fractions to complete Exercises 11–18 on page 67.
Two numbers whose product is 1 are **reciprocals**. To write the reciprocal of a number, write the number as a fraction. Then invert the fraction.

So, the reciprocal of a fraction \( \frac{a}{b} \) is \( \frac{b}{a} \), where \( a \) and \( b \neq 0 \).

### The Meaning of a Word

**Invert**

When you invert a glass, you turn it over.

---

### Example 1

**Writing Reciprocals**

<table>
<thead>
<tr>
<th>Original Number</th>
<th>Fraction</th>
<th>Reciprocal</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ( \frac{3}{5} )</td>
<td>( \frac{3}{5} )</td>
<td>( \frac{5}{3} )</td>
<td>( \frac{3}{5} \times \frac{5}{3} = 1 )</td>
</tr>
<tr>
<td>b. ( \frac{9}{5} )</td>
<td>( \frac{9}{5} )</td>
<td>( \frac{5}{9} )</td>
<td>( \frac{9}{5} \times \frac{5}{9} = 1 )</td>
</tr>
<tr>
<td>c. 2</td>
<td>1</td>
<td>2</td>
<td>( \frac{2}{1} \times \frac{1}{2} = 1 )</td>
</tr>
</tbody>
</table>

**Study Tip**

When you invert a glass, you turn it over.

---

### On Your Own

Write the reciprocal of the number.

1. \( \frac{3}{4} \)
2. 5
3. \( \frac{7}{2} \)
4. \( \frac{4}{9} \)

---

### Key Idea

**Dividing Fractions**

**Words**

To divide a number by a fraction, multiply the number by the reciprocal of the fraction.

**Numbers**

\[
\frac{1}{5} \div \frac{3}{4} = \frac{1}{5} \times \frac{4}{3} = \frac{1 \times 4}{5 \times 3}
\]

**Algebra**

\[
\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \cdot \frac{d}{c} = \frac{a \cdot d}{b \cdot c}, \text{ where } b, c, \text{ and } d \neq 0
\]
EXAMPLE 2 Dividing a Fraction by a Fraction

Find \( \frac{1}{6} \div \frac{2}{3} \).

\[
\frac{1}{6} \div \frac{2}{3} = \frac{1}{6} \times \frac{3}{2}
\]

Multiply by the reciprocal of \( \frac{2}{3} \), which is \( \frac{3}{2} \).

\[
= \frac{1 \times \cancel{3}}{\cancel{6} \times 2}
\]

Multiply fractions. Divide out the common factor 3.

\[
= \frac{1}{4}
\]

Simplify.

EXAMPLE 3 Dividing a Whole Number by a Fraction

A piece of wood is 3 feet long. How many \( \frac{3}{4} \)-foot pieces can you cut from the piece of wood?

Method 1: Draw a diagram. Mark each foot on the diagram. Then divide each foot into \( \frac{1}{4} \)-foot sections.

Count the number of \( \frac{3}{4} \)-foot pieces of wood. There are four.

\::* So, you can cut four \( \frac{3}{4} \)-foot pieces from the piece of wood.

Method 2: Divide 3 by \( \frac{3}{4} \) to find the number of \( \frac{3}{4} \)-foot pieces.

\[
3 \div \frac{3}{4} = 3 \times \frac{4}{3}
\]

Multiply by the reciprocal of \( \frac{3}{4} \), which is \( \frac{4}{3} \).

\[
= \frac{1 \times 4}{\cancel{3} \times \cancel{1}}
\]

Multiply. Divide out the common factor 3.

\[
= 4
\]

Simplify.

\::* So, you can cut four \( \frac{3}{4} \)-foot pieces from the piece of wood.

On Your Own

Divide. Write the answer in simplest form.

5. \( \frac{2}{7} \div \frac{1}{3} \)  
6. \( \frac{1}{2} \div \frac{1}{8} \)  
7. \( \frac{3}{8} \div \frac{1}{4} \)  
8. \( \frac{2}{5} \div \frac{3}{10} \)

9. How many \( \frac{1}{2} \)-foot pieces can you cut from a 7-foot piece of wood?
**EXAMPLE 4** Dividing a Fraction by a Whole Number

Find $\frac{4}{5} \div 2$.

$$\frac{4}{5} \div 2 = \frac{4}{5} \div \frac{2}{1}$$

Write 2 as an improper fraction.

$$= \frac{4}{5} \times \frac{1}{2}$$

Multiply by the reciprocal of $\frac{2}{1}$, which is $\frac{1}{2}$.

$$= \frac{4 \times 1}{5 \times 2}$$

Multiply fractions. Divide out the common factor 2.

$$= \frac{2}{5}$$

Simplify.

**On Your Own**

Divide. Write the answer in simplest form.

10. $\frac{1}{2} \div 3$

11. $\frac{2}{3} \div 10$

12. $\frac{5}{8} \div 4$

13. $\frac{6}{7} \div 4$

**EXAMPLE 5** Using Order of Operations

Evaluate $\frac{3}{8} + \frac{5}{6} \div 5$.

$$\frac{3}{8} + \frac{5}{6} \div 5 = \frac{3}{8} + \frac{5 \times 1}{6 \times \frac{1}{5}}$$

Multiply by the reciprocal of 5, which is $\frac{1}{5}$.

$$= \frac{3}{8} + \frac{15}{30}$$

Multiply $\frac{5}{6}$ and $\frac{1}{5}$. Divide out the common factor 5.

$$= \frac{3}{8} + \frac{1}{6}$$

Simplify.

$$= \frac{9}{24} + \frac{4}{24} = \frac{13}{24}$$

Rewrite fractions using a common denominator.

**Study Tip**

You can use the LCD, 24, to add the fractions in Example 5.

$$\frac{3}{8} + \frac{1}{6} = \frac{9}{24} + \frac{4}{24} = \frac{13}{24}$$

**On Your Own**

Evaluate the expression. Write the answer in simplest form.

14. $\frac{4}{5} \div \frac{2}{5} \div 4$

15. $\frac{3}{8} \div \frac{3}{4} - \frac{1}{6}$

16. $\frac{8}{9} \div 2 \div 8$
Vocabulary and Concept Check

1. **OPEN-ENDED** Write a fraction and its reciprocal.

2. **WHICH ONE DOESN’T BELONG?** Which of the following does not belong with the other three? Explain your reasoning.

   ![Fraction Cards]

   - 1/3
   - 1/6
   - 2/9
   - 1/8

**MATCHING** Match the expression with its value.

3. \( \frac{2}{5} \div \frac{8}{15} \)
4. \( \frac{8}{15} \div \frac{2}{5} \)
5. \( \frac{2}{15} \div \frac{8}{5} \)
6. \( \frac{8}{5} \div \frac{2}{15} \)

   - A. \( \frac{1}{12} \)
   - B. \( \frac{3}{4} \)
   - C. 12
   - D. \( \frac{1}{3} \)

Practice and Problem Solving

Write the reciprocal of the number.

1. 7. 8
2. 8. \( \frac{6}{7} \)
3. 9. \( \frac{2}{5} \)
4. 10. \( \frac{8}{11} \)

Divide. Write the answer in simplest form.

5. 11. \( \frac{1}{8} \div \frac{1}{4} \)
6. 12. \( \frac{5}{6} \div \frac{2}{7} \)
7. 13. \( \frac{12}{3} \div \frac{4}{7} \)
8. 14. \( \frac{8}{3} \div \frac{2}{5} \)
9. 15. \( \frac{3}{7} \div 6 \)
10. 16. \( \frac{12}{25} \div 4 \)
11. 17. \( \frac{2}{9} \div \frac{2}{3} \)
12. 18. \( \frac{8}{15} \div 4 \)
13. 19. \( \frac{1}{3} \div \frac{1}{9} \)
14. 20. \( \frac{7}{10} \div \frac{3}{8} \)
15. 21. \( \frac{14}{27} \div 7 \)
16. 22. \( \frac{5}{8} \div 15 \)
17. 23. \( \frac{27}{32} \div \frac{7}{8} \)
18. 24. \( \frac{4}{15} \div \frac{10}{13} \)
19. 25. \( \frac{9}{4} \div \frac{9}{12} \)
20. 26. \( 10 \div \frac{5}{12} \)

**ERROR ANALYSIS** Describe and correct the error in finding the quotient.

21. \( \frac{4}{7} \div \frac{13}{28} = \frac{4 \times 13}{7 \times 28} \)
22. \( \frac{2}{5} \div \frac{8}{9} = \frac{5 \times 8}{2 \times 9} \)

**REASONING** How can you use estimation to show that the quotient in Exercise 28 is incorrect?
30. **APPLE PIE** You have $\frac{3}{5}$ of an apple pie. You divide the remaining pie into 5 equal slices. What fraction of the original pie is each slice?

31. **ANIMALS** How many times longer is the baby alligator than the baby gecko?

Determine whether the numbers are reciprocals. If not, write the reciprocal of each number.

32. $9, \frac{1}{9}$  
33. $\frac{4}{5}, \frac{10}{8}$  
34. $\frac{5}{6}, \frac{15}{18}$  
35. $\frac{6}{5}, \frac{5}{6}$

Copy and complete the statement.

36. $\frac{5}{12} \times \text{[ ]} = 1$  
37. $3 \times \text{[ ]} = 1$  
38. $7 \div \text{[ ]} = 56$

Without finding the quotient, copy and complete the statement using $<, >,$ or $=$. Explain your reasoning.

39. $5 \div \frac{7}{9} \div 5$  
40. $\frac{3}{7} \div 1 \div \frac{3}{7}$  
41. $8 \div \frac{3}{4} \div 8$  
42. $\frac{5}{6} \div 7 \div \frac{5}{6}$

Evaluate the expression. Write the answer in simplest form.

43. $\frac{1}{6} \div 6 \div 6$  
44. $\frac{7}{12} \div 14 \div 6$  
45. $\frac{3}{5} \div \frac{4}{7} \div \frac{9}{10}$

46. $4 \div \frac{8}{9} - \frac{1}{2}$  
47. $\frac{3}{4} \div \frac{5}{6} - \frac{2}{3}$  
48. $\frac{7}{8} - \frac{3}{8} \div 9$

49. $\frac{9}{16} \div \frac{3}{4} \cdot \frac{2}{13}$  
50. $\frac{3}{14} \cdot \frac{2}{5} \div \frac{6}{7}$  
51. $\frac{10}{27} \cdot \left( \frac{3}{8} \div \frac{5}{24} \right)$

52. **REASONING** Use a model to evaluate the quotient $\frac{1}{2} \div \frac{1}{6}$. Explain.

53. **VIDEO CHATTING** You use $\frac{1}{8}$ of your battery for every $\frac{2}{5}$ of an hour that you video chat. You use $\frac{3}{4}$ of your battery video chatting. How long did you video chat?
54. **NUMBER SENSE** When is the reciprocal of a fraction a whole number? Explain.

55. **BUDGETS** The table shows the portions of a family budget that are spent on several expenses.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Portion of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>$\frac{1}{4}$</td>
</tr>
<tr>
<td>Food</td>
<td>$\frac{1}{12}$</td>
</tr>
<tr>
<td>Automobiles</td>
<td>$\frac{1}{15}$</td>
</tr>
<tr>
<td>Recreation</td>
<td>$\frac{1}{40}$</td>
</tr>
</tbody>
</table>

   a. How many times more is the expense for housing than for automobiles?
   
   b. How many times more is the expense for food than for recreation?
   
   c. The expense for automobile fuel is $\frac{1}{60}$ of the total expenses. What fraction of the automobile expense is spent on fuel?

56. **PROBLEM SOLVING** You have 6 pints of glaze. It takes $\frac{7}{8}$ of a pint to glaze a bowl and $\frac{9}{16}$ of a pint to glaze a plate.

   a. How many bowls could you glaze? How many plates could you glaze?
   
   b. You want to glaze 5 bowls, and then use the rest for plates. How many plates can you glaze? How much glaze will be left over?
   
   c. How many of each object could you glaze so that there is no glaze left over? Explain how you found your answer.

57. **Reasoning** A water tank is $\frac{1}{8}$ full. The tank is $\frac{3}{4}$ full when 42 gallons of water are added to the tank.

   a. How much water can the tank hold?
   
   b. How much water was originally in the tank?
   
   c. How much water is in the tank when it is $\frac{1}{2}$ full?

---

**Fair Game Review** What you learned in previous grades & lessons

Find the GCF of the numbers. *(Section 1.5)*

<table>
<thead>
<tr>
<th>58. 8, 16</th>
<th>59. 24, 66</th>
<th>60. 48, 80</th>
<th>61. 15, 45, 100</th>
</tr>
</thead>
</table>

| 62. **MULTIPLE CHOICE** How many inches are in $5 \frac{1}{2}$ yards? *(Skills Review Handbook)* |
|--------|--------|--------|--------|--------|
| A 15 $\frac{1}{2}$ | B 16 $\frac{1}{2}$ | C 66 | D 198 |

---

Section 2.2 Dividing Fractions 69
2.3 Dividing Mixed Numbers

Essential Question: How can you model division by a mixed number?

1. **ACTIVITY: Writing a Story**

   Work with a partner. Think of a story that uses division by a mixed number.

   a. Write your story. Then draw pictures for your story.
   b. Solve the division problem and use the answer in your story. Include a diagram of the division problem.

   There are many possible stories. Here is one that uses $6 \div 1 \frac{1}{2}$.

   Joe goes on a camping trip with his aunt, his uncle, and three cousins. They leave at 5:00 p.m. and drive 2 hours to the campground.

   Joe helps his uncle put up three tents. His aunt cooks hamburgers on a grill that is over a fire.

   In the morning, Joe tells his aunt that he is making pancakes. He decides to triple the recipe so there will be plenty of pancakes for everyone. A single recipe uses 2 cups of water, so he needs a total of 6 cups.

   Joe's aunt has a 1-cup measuring cup and a $\frac{1}{2}$-cup measuring cup. The water faucet is about 50 yards from the campsite. Joe tells his cousins that he can get 6 cups of water in only 4 trips.

   When his cousins ask him how he knows that, he uses a stick to draw a diagram in the dirt. Joe says, “This diagram shows that there are four $1\frac{1}{2}$s in 6.” In other words, $6 \div 1 \frac{1}{2} = 4$. 

Dividing Fractions

In this lesson, you will
- use models to divide mixed numbers.
- divide mixed numbers.
- solve real-life problems.
Work with a partner. Write the division problem and solve it using a model.

a. How many three-fourths are in four and one-half?

\[ \text{Model: } 4 \frac{1}{2} \div 4 \frac{3}{4} \]

b. How many five-sixths are in three and one-third?

\[ \text{Model: } 3 \frac{1}{3} \div 5 \frac{1}{6} \]

c. How many three-eighths are in three and three-fourths?

\[ \text{Model: } 3 \frac{3}{4} \div 3 \frac{3}{8} \]

d. How many one and one-halves are in six?

e. How many one and one-fifths are in five?

f. How many one and one-fourths are in four and one-half?

g. How many two and one-thirds are in five and five-sixths?

**What Is Your Answer?**

3. **IN YOUR OWN WORDS** How can you model division by a mixed number?

4. Can you think of another method you can use to obtain your answers in Activity 2?

Use what you learned about dividing mixed numbers to complete Exercises 5–12 on page 74.
Key Idea

Dividing Mixed Numbers
Write each mixed number as an improper fraction. Then divide as you would with proper fractions.

Example 1 Dividing a Mixed Number by a Fraction

Find \(2 \frac{1}{4} \div \frac{3}{8}\).

\[
2 \frac{1}{4} \div \frac{3}{8} = \frac{9}{4} \div \frac{3}{8} \quad \text{Write } 2 \frac{1}{4} \text{ as the improper fraction } \frac{9}{4}.
\]

\[
= \frac{9}{4} \times \frac{8}{3} \quad \text{Multiply by the reciprocal of } \frac{3}{8}, \text{ which is } \frac{8}{3}.
\]

\[
= \frac{9 \times 8}{4 \times 3} \quad \text{Multiply fractions. Divide out common factors.}
\]

\[
= 6 \quad \text{Simplify.}
\]

Check

\[
\begin{array}{ccccccc}
\frac{3}{8} & \frac{3}{8} & \frac{3}{8} & \frac{3}{8} & \frac{3}{8} & \frac{3}{8} & \frac{3}{8} \\
\hline
\frac{2}{8} & \frac{2}{8} & \frac{2}{8} & \frac{2}{8} & \frac{2}{8} & \frac{2}{8} & \frac{2}{8}
\end{array}
\]

Example 2 Dividing Mixed Numbers

Find \(3 \frac{5}{6} \div 1 \frac{2}{3}\).

\[
3 \frac{5}{6} \div 1 \frac{2}{3} = \frac{23}{6} \div \frac{5}{3} \quad \text{Write each mixed number as an improper fraction.}
\]

\[
= \frac{23}{6} \times \frac{3}{5} \quad \text{Multiply by the reciprocal of } \frac{5}{3}, \text{ which is } \frac{3}{5}.
\]

\[
= \frac{23 \times 3}{6 \times 5} \quad \text{Multiply fractions. Divide out common factors.}
\]

\[
= \frac{23}{10} \quad \text{Simplify.}
\]

So, the quotient is \(2 \frac{3}{10}\). Reasonable? \(2 \frac{3}{10} \approx 2\) ✓

On Your Own

Divide. Write the answer in simplest form.

1. \(\frac{3}{7} \div \frac{2}{3}\)
2. \(2 \frac{1}{6} \div \frac{3}{4}\)
3. \(8 \frac{1}{4} \div 1 \frac{1}{2}\)
4. \(6 \frac{4}{5} \div 2 \frac{1}{8}\)
EXAMPLE 3 Using Order of Operations

Evaluate \(5 \frac{1}{4} \div 1 \frac{1}{8} - \frac{2}{3}\).

Remember

Be sure to check your answers whenever possible. In Example 3, you can use estimation to check that your answer is reasonable.

\[
5 \frac{1}{4} \div 1 \frac{1}{8} - \frac{2}{3} = \frac{21}{4} \div \frac{9}{8} - \frac{2}{3}
\]

Write each mixed number as an improper fraction.

\[
= \frac{21}{4} \times \frac{8}{9} - \frac{2}{3}
\]

Multiply by the reciprocal of \(\frac{9}{8}\), which is \(\frac{8}{9}\).

\[
= \frac{21\times 8}{4\times 9} - \frac{2}{3}
\]

Multiply \(\frac{21}{4}\) and \(\frac{8}{9}\). Divide out common factors.

\[
= \frac{14}{3} - \frac{2}{3}
\]

Simplify.

\[
= \frac{12}{3}, \text{ or } 4
\]

Subtract.

EXAMPLE 4 Real-Life Application

One serving of tortilla soup is \(1 \frac{2}{3}\) cups. A restaurant cook makes 50 cups of soup. Is there enough to serve 35 people? Explain.

Divide 50 by \(1 \frac{2}{3}\) to find the number of available servings.

\[
50 \div 1 \frac{2}{3} = 50 \div \frac{5}{3}
\]

Rewrite each number as an improper fraction.

\[
= \frac{50}{1} \div \frac{5}{3}
\]

Multiply by the reciprocal of \(\frac{5}{3}\), which is \(\frac{3}{5}\).

\[
= \frac{50 \times 3}{1 \times \frac{5}{3}}
\]

Multiply fractions. Divide out common factors.

\[
= 30
\]

Simplify.

No. Because 30 is less than 35, there is not enough soup to serve 35 people.

On Your Own

Evaluate the expression. Write the answer in simplest form.

5. \(1 \frac{1}{2} \div \frac{1}{6} - \frac{7}{8}\)
6. \(3 \frac{1}{3} \div \frac{5}{6} + \frac{8}{9}\)
7. \(\frac{2}{5} + 2 \frac{4}{5} \div 1 \frac{3}{4}\)
8. \(\frac{2}{3} - 1 \frac{4}{7} \div 4 \frac{5}{7}\)


Section 2.3 Dividing Mixed Numbers
23. **ERROR ANALYSIS** Describe and correct the error in finding the quotient.

\[
\frac{3}{2} \div \frac{3}{2} = \frac{3}{2} \times \frac{3}{2} = \frac{9}{4} = \frac{3}{4}\]

Corrected:

\[
\frac{3}{2} \div \frac{3}{2} = \frac{3}{2} \times \frac{2}{3} = \frac{6}{6} = 1
\]

22. **DOG FOOD** A bag contains 42 cups of dog food. Your dog eats \(2\frac{1}{3}\) cups of dog food each day. How many days does the bag of dog food last?

23. **HAMBURGERS** How many \(\frac{1}{4}\)-pound hamburgers can you make from \(3\frac{1}{2}\) pounds of ground beef?

24. **BOOKS** How many \(1\frac{3}{5}\)-inch-thick books can fit on a \(14\frac{1}{2}\)-inch-long bookshelf?
25. **LOGIC** Alexei uses the model shown to state that
\[2 \frac{1}{2} + 1 \frac{1}{6} = 2 \frac{1}{6}\]. Is Alexei correct? Justify your answer using the model.

Evaluate the expression. Write the answer in simplest form.

26. \[3 \div 1 \frac{1}{5} + \frac{1}{2}\]
27. \[4 \frac{2}{3} - 1 \frac{1}{3} + 2\]
28. \[\frac{2}{5} + 2 \frac{1}{6} \div \frac{5}{6}\]
29. \[\frac{5}{6} \div \frac{3}{4} - \frac{2}{9}\]
30. \[\frac{6}{2} - \frac{7}{8} + \frac{11}{16}\]
31. \[\frac{9}{6} \div 5 + 3 \frac{1}{3}\]
32. \[\frac{3}{5} + 4 \frac{4}{15} \div \frac{4}{9}\]
33. \[\frac{3}{5} \times \frac{7}{12} + \frac{7}{10}\]
34. \[\frac{4}{8} \div 3 \times \frac{4}{7}\]
35. \[1 \frac{9}{11} \times 4 \frac{7}{12} + \frac{2}{3}\]
36. \[\frac{3}{4} \div \left(8 \times \frac{3}{10}\right)\]
37. \[\frac{5}{14} \div \left(\frac{25}{8} \times \frac{3}{7}\right)\]

38. **TRAIL MIX** You have 12 cups of granola and \(8 \frac{1}{2}\) cups of peanuts to make trail mix. What is the greatest number of full batches of trail mix you can make? Explain how you found your answer.

39. **RAMPS** You make skateboard ramps by cutting pieces from a board that is \(12 \frac{1}{2}\) feet long.
   a. Estimate how many ramps you can cut from the board. Is your estimate reasonable? Explain.
   b. How many ramps can you cut from the board? How much wood is left over?

40. **Reasoning** At a track meet, the longest shot-put throw by a boy is 25 feet 8 inches. The longest shot-put throw by a girl is 19 feet 3 inches. How many times greater is the longest shot-put throw by the boy than by the girl?

---

**Fair Game Review** What you learned in previous grades & lessons

Write the number as a decimal. *(Skills Review Handbook)*

41. forty-three hundredths
42. thirteen thousandths
43. three and eight tenths
44. seven and nine thousandths

45. **MULTIPLE CHOICE** The winner in a vote for class president received \(\frac{3}{4}\) of the 240 votes. How many votes did the winner receive? *(Skills Review Handbook)*

A 60  
B 150  
C 180  
D 320
You can use a notetaking organizer to write notes, vocabulary, and questions about a topic. Here is an example of a notetaking organizer for dividing fractions.

<table>
<thead>
<tr>
<th>Write important vocabulary or formulas in this space.</th>
<th>Dividing fractions</th>
</tr>
</thead>
</table>
| \[
\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \cdot \frac{d}{c} = \frac{a \cdot d}{b \cdot c}
\] (where \(b, c,\) and \(d \neq 0\)) | To divide a number by a fraction, multiply the number by the reciprocal of the fraction. |
| Example: \[
\frac{1}{5} \div \frac{3}{4} = \frac{1}{5} \times \frac{4}{3} = \frac{1 \times 4}{5 \times 3} = \frac{4}{15}
\] | |
| How do you divide a mixed number by a fraction? | |

**On Your Own**

Make notetaking organizers to help you study these topics.

1. multiplying fractions
2. multiplying mixed numbers
3. dividing mixed numbers

After you complete this chapter, make notetaking organizers for the following topics.

4. adding and subtracting decimals
5. multiplying decimals by whole numbers
6. multiplying decimals by decimals
7. dividing decimals by whole numbers
8. dividing decimals by decimals
Multiply. Write the answer in simplest form.  

1. \(\frac{3}{7} \times \frac{1}{4}\)
2. \(\frac{9}{10} \times \frac{2}{3}\)
3. \(1\frac{1}{6} \times \frac{2}{5}\)
4. \(3\frac{1}{2} \times \frac{7}{10}\)

Divide. Write the answer in simplest form.  

5. \(\frac{1}{9} \div \frac{1}{3}\)
6. \(7 \div \frac{5}{8}\)
7. \(\frac{7}{8} \div \frac{1}{8}\)
8. \(\frac{2}{3} \div \frac{1}{9}\)

Evaluate the expression. Write the answer in simplest form.  

9. \(6 \div \frac{2}{3} + \frac{1}{2}\)
10. \(\frac{7}{12} \div \frac{1}{4} \times \frac{9}{14}\)
11. \(3\frac{1}{3} \times 3\frac{3}{4} \div \frac{5}{6}\)
12. \(6\frac{2}{9} \div \left(4 \times 1\frac{1}{6}\right)\)

13. **MALL** In a mall, \(\frac{1}{15}\) of the stores sell shoes. There are 180 stores in the mall. How many of the stores sell shoes?  

14. **CONCERT FLOOR** The floor of a concert venue is 100\(\frac{3}{4}\) feet by 75\(\frac{1}{2}\) feet. What is the area of the floor?  

15. **BAND** Band members make \(\frac{2}{3}\) of their profit from selling concert tickets. They make \(\frac{1}{5}\) of their profit from selling band merchandise at the concerts. How many times more profit do they make from ticket sales than from merchandise sales?  

16. **SKATEBOARDS** You are cutting as many 32\(\frac{1}{4}\)-inch sections as you can out of the board to make skateboards. How many skateboards can you make?
Essential Question: How can you add and subtract decimals?

Base ten blocks can be used to model numbers.

**1. ACTIVITY: Modeling a Sum**

Work with a partner. Use base ten blocks to find the sum.

a. 1.23 + 0.87

Which base ten blocks do you need to model the numbers in the sum? How many of each do you need?

How many of each base ten block do you have when you combine the blocks?

How many of each base ten block do you have when you trade the blocks?

So, 1.23 + 0.87 = 2.10.

b. 1.25 + 1.35  
c. 2.14 + 0.92  
d. 0.73 + 0.86

**2. ACTIVITY: Modeling a Difference**

Work with a partner. Use base ten blocks to find the difference.

a. 2.43 – 0.73

Which number is shown by the model? Circle the portion of the model that represents 0.73.

So, 2.43 – 0.73 = 1.70.

b. 1.86 – 1.26  
c. 3.72 – 0.5  
d. 1.58 – 0.09
3. **ACTIVITY: Making a Conjecture**

Work with a partner.

a. Find each sum or difference.

\[
\begin{align*}
123 + 87 & \quad 125 + 135 & \quad 214 + 92 & \quad 73 + 86 \\
243 - 73 & \quad 186 - 126 & \quad 372 - 50 & \quad 158 - 9
\end{align*}
\]

b. How are the numerical expressions in part (a) related to the numerical expressions in Activities 1 and 2? How are the sums and differences related?

c. **STRUCTURE** There is a relationship between adding and subtracting decimals and adding and subtracting whole numbers. What conjecture can you make about this relationship?

4. **ACTIVITY: Using a Place Value Chart**

Work with a partner. Use the place value chart to find the sum or difference.

![Place Value Chart]

<table>
<thead>
<tr>
<th>Place Value Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>millions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| a. 16.05 + 2.94  | b. 7.421 + 92.55 |
| c. 38.72 - 8.61  | d. 64.968 - 51.167 |

**What Is Your Answer?**

5. **MODELING** Describe two real-life examples of when you would need to add and subtract decimals.

6. **IN YOUR OWN WORDS** How can you add and subtract decimals?

Use what you learned about adding and subtracting decimals to complete Exercises 3–4 on page 82.
Adding and Subtracting Decimals

To add or subtract decimals, write the numbers vertically and line up the decimal points. Then bring down the decimal point and add or subtract as you would with whole numbers.

**EXAMPLE 1** Adding Decimals

a. Add 8.13 + 2.76. 
   
   Estimate \( 8.13 + 2.76 \approx 8 + 3 = 11 \)
   
   Line up the decimal points.
   
   \[
   \begin{array}{c}
   8.13 \\
   + 2.76 \\
   \hline
   \end{array}
   \]
   
   Add as you would with whole numbers.
   
   \[
   \begin{array}{c}
   8.13 \\
   + 2.76 \\
   \hline
   10.89 \\
   \end{array}
   \]
   
   Reasonable? \( 10.89 \approx 11 \)  \( \checkmark \)

b. Add 1.459 + 23.7.
   
   Insert zeros so that both numbers have the same number of decimal places.
   
   \[
   \begin{array}{c}
   1.459 \\
   + 23.700 \\
   \hline
   25.159 \\
   \end{array}
   \]

**EXAMPLE 2** Subtracting Decimals

   
   Estimate \( 5.508 - 3.174 \approx 6 - 3 = 3 \)
   
   Line up the decimal points.
   
   \[
   \begin{array}{c}
   5.508 \\
   - 3.174 \\
   \hline
   2.334 \\
   \end{array}
   \]
   
   Subtract as you would with whole numbers.
   
   Reasonable? \( 2.334 \approx 3 \)  \( \checkmark \)

b. Subtract 21.9 \(-\) 1.605.
   
   Insert zeros so that both numbers have the same number of decimal places.
   
   \[
   \begin{array}{c}
   21.900 \\
   - 1.605 \\
   \hline
   20.295 \\
   \end{array}
   \]

**On Your Own**

Add or subtract.

1. 4.206 + 10.85 
2. 15.5 + 8.229 
3. 78.41 + 90.99 
4. 6.34 - 5.33 
5. 27.9 - 0.905 
6. 18.626 - 13.88
EXAMPLE 3 Real-Life Application

Your meal at the school cafeteria costs $3.45. Your friend’s meal costs $3.90. You pay for both meals with a $10 bill. How much change do you receive?

Use a verbal model to solve the problem.

\[
\text{amount of change} = \text{amount given} - \left( \text{cost of your meal} + \text{cost of friend’s meal} \right)
\]

\[
= 10.00 - (3.45 + 3.90)
\]

\[
= 10.00 - 7.35
\]

\[
= 2.65
\]

\[\therefore\] So, you receive $2.65.

EXAMPLE 4 Real-Life Application

The Lincoln Memorial Reflecting Pool is approximately rectangular. Its width is 50.9 meters, and its length is 618.44 meters. You walk the perimeter of the pool. About how many meters do you walk?

Draw a diagram and label the dimensions.

Find the sum of the side lengths.

\[
\begin{array}{c}
112 \\
618.44 \\
50.90 \\
618.44 \\
+ 50.90 \\
1338.68
\end{array}
\]

\[\therefore\] So, you walk about 1339 meters.

7. **WHAT IF?** In Example 3, your meal costs $4.10 and your friend’s meal costs $3.65. You pay for both meals with a $20 bill. How much change do you receive?

8. Find the perimeter of the triangle.
2.4 Exercises

Vocabulary and Concept Check

1. **CHOOSE TOOLS** Why is it helpful to estimate the answer before adding or subtracting decimals?

2. **WRITING** When adding or subtracting decimals, how can you be sure to add or subtract only digits that have the same place value?

Practice and Problem Solving

Write and evaluate the numerical expression modeled by the base ten blocks.

3. +

Add.

5. $7.82 + 3.209$

6. $3.7 + 2.774$

7. $12.829 + 10.07$

8. $20.35 + 13.748$

9. $17.440 + 12.497$

10. $15.255 + 19.058$

Subtract.

11. $4.58 - 3.12$

12. $8.629 - 5.309$

13. $6.98 - 2.614$

14. $15.131 - 11.57$

15. $13.5 - 10.856$

16. $25.82 - 22.936$

ERROR ANALYSIS Describe and correct the error in the solution.

17. $\begin{array}{c}
6.058 \\
+ 3.95 \\
\hline 6.453
\end{array}$

18. $\begin{array}{c}
9.5 \\
- 7.18 \\
\hline 2.48
\end{array}$

19. **BREAKFAST** You order the sausage and eggs breakfast, and your friend orders the ham omelet. How much is the bill before taxes and tip?

20. **HAM & CHEESE** How much more does the ham and cheese omelet cost than the cheese omelet?
Evaluate the expression.

3. $6.105 + 10.4 + 3.075$
4. $22.6 - 12.286 - 3.542$
5. $15.35 + 7.604 - 12.954$
6. $16.5 - 13.45 + 7.293$
7. $25.92 - 18.478 + 8.164$
8. $23.45 + 17.75 - 19.618$

27. **STRUCTURE** When is the sum of two decimals equal to a whole number? When is the difference of two decimals equal to a whole number?

28. **OPEN-ENDED** Write three decimals that have a sum of 27.905.

29. **DAY CARE** A day-care center is building a new outdoor play area. The diagram shows the dimensions in meters. How much fencing is needed to enclose the play area?

30. **HOMEWORK** You work 1.15 hours on English homework and 1.75 hours on math homework. Your science homework takes 1.05 hours less than your math homework. How many hours do you work on homework?

**ASTRONOMY** An astronomical unit (AU) is the average distance of Earth from the Sun. In Exercises 31–34, use the table that shows the average distance of each planet in our solar system from the Sun.

<table>
<thead>
<tr>
<th>Planet</th>
<th>Average Distance from the Sun (AU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury</td>
<td>0.387</td>
</tr>
<tr>
<td>Venus</td>
<td>0.723</td>
</tr>
<tr>
<td>Earth</td>
<td>1.000</td>
</tr>
<tr>
<td>Mars</td>
<td>1.524</td>
</tr>
<tr>
<td>Jupiter</td>
<td>5.203</td>
</tr>
<tr>
<td>Saturn</td>
<td>9.537</td>
</tr>
<tr>
<td>Uranus</td>
<td>19.189</td>
</tr>
<tr>
<td>Neptune</td>
<td>30.07</td>
</tr>
</tbody>
</table>

31. How much farther is Jupiter from the Sun than Mercury?

32. How much farther is Neptune from the Sun than Mars?

33. Estimate the greatest distance between Earth and Uranus.

34. Estimate the greatest distance between Venus and Saturn.

35. **Critical Thinking** The length of a rectangle is twice the width. The perimeter of the rectangle can be expressed as $3 \times 13.7$. What is the width?

36. Multiply. Write the answer in simplest form. *(Section 2.1)*

36. $\frac{7}{10} \times \frac{5}{7}$
37. $\frac{5}{6} \times \frac{3}{10}$
38. $\frac{3}{4} \times \frac{2}{9}$
39. $\frac{2}{5} \times \frac{1}{8}$

40. **MULTIPLE CHOICE** What is the LCM of 6, 12, and 18? *(Section 1.6)*

   A. 6
   B. 18
   C. 36
   D. 72

Section 2.4 Adding and Subtracting Decimals 83
Multiplying Decimals

Essential Question How can you multiply decimals?

1 ACTIVITY: Multiplying Decimals Using a Rectangle

Work with a partner. Use a rectangle to find the product.

a. 2.7 • 1.3

Arrange base ten blocks to form a rectangle of length 2.7 units and width 1.3 units.

The area of the rectangle represents the product.

Find the total area represented by each grouping of base ten blocks.

The area of the rectangle is:

\[ \text{Area} = \frac{27}{10} \text{ units}^2 + \frac{3}{10} \text{ units}^2 = \frac{29}{10} \text{ units}^2 \]

So, 2.7 • 1.3 = \[ \frac{29}{10} \]

b. 1.8 • 1.1
c. 4.6 • 1.2
d. 3.2 • 2.4

ACTIVITY: Multiplying Decimals Using a Rectangle

In this lesson, you will
● use models to multiply decimals.
● multiply decimals.
2. **ACTIVITY: Multiplying Decimals Using an Area Model**

Work with a partner. Use an area model to find the product. Explain your reasoning.

a. \(0.8 \times 0.5\)

Because \(\frac{4}{100}\) hundredths are shaded with both colors, the product is \(\frac{4}{100} = \frac{2}{50}\).

So, \(0.8 \times 0.5 = \frac{2}{5}\).

b. \(0.3 \times 0.5\)

c. \(0.7 \times 0.6\)

d. \(0.2 \times 0.9\)

3. **ACTIVITY: Making a Conjecture**

Work with a partner.

a. Find each product.

\[
\begin{array}{cccc}
27 \times 13 & 18 \times 11 & 46 \times 12 & 32 \times 24 \\
8 \times 5 & 3 \times 5 & 7 \times 6 & 2 \times 9 \\
\end{array}
\]

b. How are the numerical expressions in part (a) related to the numerical expressions in Activities 1 and 2? How are the products related?

c. **STRUCTURE** What conjecture can you make about the relationship between multiplying decimals and multiplying whole numbers?

What Is Your Answer?

4. **IN YOUR OWN WORDS** How can you multiply decimals?

Use what you learned about multiplying decimals to complete Exercises 9–12 on page 89.
**Key Idea**

**Multiplying Decimals by Whole Numbers**

**Words**  
Multiply as you would with whole numbers. Then count the number of decimal places in the decimal factor. The product has the same number of decimal places.

**Numbers**

\[
\begin{align*}
13.91 & \times 7 = 97.37 \\
6.218 & \times 4 = 24.872
\end{align*}
\]

**EXAMPLE 1**

**Multiplying Decimals and Whole Numbers**

**a.** Find \(6 \times 3.91\).

**Estimate**  
\(6 \times 4 = 24\)

\[
\begin{array}{c}
5 \\
\times 6 \\
\hline
23.46
\end{array}
\]

\(\boxed{23.46}\)  
**Reasonable?**  
\(23.46 \approx 24\) ✓

**b.** Find \(3 \times 0.016\).

**Estimate**  
\(3 \times 0 = 0\)

\[
\begin{array}{c}
1 \\
\times 3 \\
\hline
0.048
\end{array}
\]

\(\boxed{0.048}\)  
**Reasonable?**  
\(0.048 \approx 0\) ✓

**EXAMPLE 2**

**Use Mental Math**

How high is a stack of 100 dimes?

**Method 1:**  
Multiply 1.35 by 100.

\[
\begin{array}{c}
1.35 \\
\times 100 \\
\hline
135.00
\end{array}
\]

\(\boxed{135.00}\)  
**Reasonable?**  
\(135.00 = 135\) ✓

**Method 2:**  
You are multiplying by a power of 10. Use mental math.

There are two zeros in 100. So, move the decimal point in 1.35 two places to the right.

\(1.35 \times 100 = 135\)  
**Reasonable?**  
\(135 = 135\) ✓

**So, a stack of 100 dimes is 135 millimeters high.**

**On Your Own**

Multiply. Use estimation to check your answer.

1. \(12.3 \times 8\)  
2. \(5 \times 14.51\)  
3. \(0.88 \times 9\)  
4. \(0.003 \times 10\)

5. A quarter is 1.75 millimeters thick. How high is a stack of 1000 quarters? Solve using both methods.
The rule for multiplying two decimals is similar to the rule for multiplying a decimal by a whole number.

**Key Idea**

**Multiplying Decimals by Decimals**

**Words**
Multiply as you would with whole numbers. Then add the number of decimal places in the factors. The sum is the number of decimal places in the product.

**Numbers**

\[
\begin{array}{c}
4.7 \, 1 \, 6 \\
\times \quad 0.2 \\
\hline
0.9 \, 4 \, 3 \, 2 \\
\end{array}
\]

3 decimal places

1 decimal place

4 decimal places

---

**EXAMPLE 3 Multiplying Decimals**

a. Multiply \(4.8 \times 7.2\).

Estimate \(5 \times 7 = 35\)

\[
\begin{array}{c}
4.8 \\
\times \quad 7.2 \\
\hline
3.3 \, 6 \\
34.5 \, 6 \\
\end{array}
\]

1 decimal place

1 decimal place

2 decimal places

So, \(4.8 \times 7.2 = 34.56\). Reasonable? \(34.56 \approx 35\) ✓

b. Multiply \(3.1 \times 0.05\).

Estimate \(3 \times 0 = 0\)

\[
\begin{array}{c}
3.1 \\
\times \quad 0.0 \, 5 \\
\hline
0.1 \, 5 \, 5 \\
\end{array}
\]

1 decimal place

2 decimal places

3 decimal places

So, \(3.1 \times 0.05 = 0.155\). Reasonable? \(0.155 \approx 0\) ✓

**On Your Own**

Multiply. Use estimation to check your answer.

6. \(8.1 \times 5.6\)

7. \(2.7 \times 9.04\)

8. \(6.32 \times 0.09\)

9. \(1.785 \times 0.2\)
**Example 4** Evaluating an Expression

What is the value of $2.44(4.5 - 3.175)$?

A. 3.233  
B. 3.599  
C. 7.805  
D. 32.33

**Step 1:** Subtract first because the minus sign is in parentheses.

\[
\begin{array}{c}
4.500 \\
- 3.175 \\
1.325
\end{array}
\]

So, $2.44(4.5 - 3.175) = 2.44(1.325)$.

**Step 2:** Multiply the result from Step 1 by 2.44.

\[
\begin{array}{c}
1.325 \\
\times 2.44 \\
\hline
2650 \\
32300
\end{array}
\]

The correct answer is **A**.

---

**On Your Own**

Evaluate the expression.

10. $12.67 + 8.2 \cdot 1.9$  
11. $6.4(1.8 \cdot 7.5)$

---

**Example 5** Real-Life Application

You buy 2.75 pounds of tomatoes. You hand the cashier a $10 bill. How much change will you receive?

**Step 1:** Find the cost of the tomatoes.

Multiply $1.89$ by $2.75$.

\[
\begin{array}{c}
1.89 \\
\times 2.75 \\
\hline
5300 \\
435 \\
\hline
51975
\end{array}
\]

+ 2 decimal places

The cost of 2.75 pounds of tomatoes is $5.20.

**Step 2:** Subtract the cost of the tomatoes from the amount of money you hand the cashier.

\[10.00 - 5.20 = 4.80\]

So, you will receive $4.80 in change.

---

**On Your Own**

12. **WHAT IF?** You buy 2.25 pounds of grapes. You hand the cashier a $5 bill. How much change will you receive?
2.5 Exercises

Vocabulary and Concept Check

1. **NUMBER SENSE** If you know $12 \times 24 = 288$, how can you find $1.2 \times 2.4$?

2. **NUMBER SENSE** Is the product $1.23 \times 8$ greater than or less than 8? Explain.

Copy the problem and place the decimal point in the product.

3. \[ 1.78 \times 4.9 = 87.22 \]

4. \[ 9.24 \times 0.68 = 6.2832 \]

5. \[ 3.75 \times 5.22 = 19.5750 \]

How many decimal places are in the product?

6. $6.17 \times 8.2$

7. $1.684 \times 10.2$

8. $0.053 \times 2.78$

Practice and Problem Solving

Use base ten blocks or an area model to find the product.

9. \[ 2.1 \times 1.5 \]

10. \[ 0.6 \times 0.4 \]

11. \[ 0.7 \times 0.3 \]

12. \[ 2.7 \times 2.3 \]

Multiply. Use estimation to check your answer.

13. \[ 4.8 \times 7 \]

14. \[ 6.3 \times 5 \]

15. \[ 7.19 \times 16 \]

16. \[ 0.87 \times 21 \]

17. \[ 1.95 \times 11 \]

18. \[ 5.89 \times 5 \]

19. \[ 3.472 \times 4 \]

20. \[ 8.188 \times 12 \]

21. \[ 100 \times 0.024 \]

22. \[ 19 \times 0.004 \]

23. \[ 0.0038 \times 9 \]

24. \[ 10 \times 0.0093 \]

ERROR ANALYSIS  Describe and correct the error in the solution.

25. \[ \frac{0.0045}{9} \]

26. \[ \frac{0.32}{5} \]

27. **MOON** The weight of an object on the Moon is about 0.167 of its weight on Earth. How much does a 180-pound astronaut weigh on the Moon?

28. **BAMBOO** A bamboo plant grows about 1.25 feet each day. Find the growth in one week.

29. **NAILS** A fingernail grows about 0.1 millimeter each day. How much does a fingernail grow in 30 days? 90 days?
Multiply.

30. \(0.7 \times 0.2\)  
31. \(0.08 \times 0.3\)  
32. \(0.007 \times 0.03\)  
33. \(0.0008 \times 0.09\)

34. \(0.004 \times 0.9\)  
35. \(0.06 \times 0.5\)  
36. \(0.0008 \times 0.004\)  
37. \(0.0002 \times 0.06\)

38. \(12.4 \times 0.2\)  
39. \(18.6 \times 5.9\)  
40. \(7.91 \times 0.72\)  
41. \(1.16 \times 3.35\)

42. \(6.478 \times 18.21\)  
43. \(1.9 \times 7.216\)  
44. \(0.0021 \times 18.2\)  
45. \(6.109 \times 8.4\)

46. **ERROR ANALYSIS** Describe and correct the error in the solution.

47. **TAKEOUT** A Chinese restaurant offers buffet takeout for $4.99 per pound. How much does your takeout meal cost?

48. **CROPLAND** Alabama has about 2.51 million acres of cropland. Florida has about 1.15 times as much cropland as Alabama. How much cropland does Florida have?

49. **GOLD** On a tour of an old gold mine, you find a nugget containing 0.82 ounce of gold. Gold is worth $1566.80 per ounce. How much is your nugget worth?

50. **BUILDING HEIGHTS** One meter is approximately 3.28 feet. Find the height of each building in feet by multiplying its height in meters by 3.28.

<table>
<thead>
<tr>
<th>Continent</th>
<th>Tallest Building</th>
<th>Height (meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Carlton Centre Office Tower</td>
<td>223</td>
</tr>
<tr>
<td>Asia</td>
<td>Burj Khalifa</td>
<td>828</td>
</tr>
<tr>
<td>Australia</td>
<td>Q1 Tower</td>
<td>323</td>
</tr>
<tr>
<td>Europe</td>
<td>The Shard</td>
<td>310</td>
</tr>
<tr>
<td>North America</td>
<td>Willis Tower</td>
<td>442</td>
</tr>
<tr>
<td>South America</td>
<td>Gran Torre</td>
<td>300</td>
</tr>
</tbody>
</table>

51. **REASONING** Show how to evaluate \(7.12 \times 8.22 \times 100\) without multiplying the two decimals.

**ORDER OF OPERATIONS** Evaluate the expression.

46. \(2.4 \times 16 + 7\)  
53. \(6.85 \times 2 \times 10\)  
54. \(1.047 \times 5 - 0.88\)

55. \(4.32(3.7 + 1.65)\)  
56. \(23.98 - 1.7^2 \cdot 7.6\)  
57. \(12 \cdot 5.16 + 10.064\)

58. \(0.9(8.2 \cdot 20.35)\)  
59. \(7.5^2(6.084 - 5.44)\)  
60. \(6.8 \cdot 2.18 \cdot 3.95\)

61. **REASONING** Without multiplying, how many decimal places does \(3.4^2\) have? \(3.4^3\)? \(3.4^4\)? Explain your reasoning.

90 Chapter 2 Fractions and Decimals
70. 78 ÷ 3  
71. 65 ÷ 13  
72. 57 ÷ 19  
73. 84 ÷ 12  

74. **MULTIPLE CHOICE** How many edges does the rectangular prism at the right have? 
(A) 4  
(B) 6  
(C) 8  
(D) 12
2.6 Dividing Decimals

Essential Question: How can you use base ten blocks to model decimal division?

ACTIVITY: Dividing Decimals

Work with a partner. Use base ten blocks to model the division. Then find the quotient.

a. $2.4 \div 0.6$
   - Begin by modeling 2.4.

   2.4

   How many of each base ten block did you use?
   - ones
   - tenths
   - hundredths

   Next, think of the division problem $2.4 \div 0.6$ as the question,
   “How can you divide 2.4 into groups of 0.6?”

   Rearrange the model for 2.4 into groups of 0.6. There are [ ] groups of 0.6.

   So, $2.4 \div 0.6 = [ ]$.

b. $1.8 \div 2$

c. $3.9 \div 3$

d. $2.8 \div 0.7$

e. $3.2 \div 0.4$

f. Write and solve the division problem represented by the model.

   0.8 $\quad\quad$ 0.8

Dividing Decimals

In this lesson, you will
- use models to divide decimals.
- divide decimals.
Use what you learned about dividing decimals to complete Exercises 8–11 on page 97.

Work with a partner. Use base ten blocks to model the division. Then find the quotient.

a. \(0.3 \div 0.06\)

Model 0.3. Replace tenths with hundredths.

How many 0.06s are in 0.3? Divide hundredths into groups of 0.06.

There are \(\_\_\_\_\_\_\_\_\_\_\_\) groups of 0.06. So, \(0.3 \div 0.06 = \_\_\_\_\_\_\_\_\_\_\_.\)

b. \(0.2 \div 0.04\)

c. \(0.6 \div 0.01\)

d. \(0.16 \div 0.08\)

e. \(0.28 \div 0.07\)

What Is Your Answer?

3. **IN YOUR OWN WORDS** How can you use base ten blocks to model decimal division? Use examples from Activity 1 and Activity 2 as part of your answer.

4. **WRITING** Newton’s poem is about dividing fractions. Write a poem about dividing decimals.

“**When you must divide a fraction, do this very simple action:**
Flip what you’re dividing BY, and then it’s easy—multiply!”

5. Think of your own cartoon about dividing decimals. Draw your cartoon.
Key Idea

Dividing Decimals by Whole Numbers

**Words**
Place the decimal point in the quotient above the decimal point in the dividend. Then divide as you would with whole numbers. Continue until there is no remainder.

**Numbers**

\[
\begin{array}{c}
1.83 \\
\hline
4)7.32 \\
\end{array}
\]

Place the decimal point in the quotient above the decimal point in the dividend.

**EXAMPLE 1**

**Dividing Decimals by Whole Numbers**

a. Find \(7.6 \div 4\).

\[
\begin{array}{c}
1.9 \\
\hline
4)7.6 \\
-4 \\
\hline
36 \\
\hline
36 \\
\hline
0 \\
\end{array}
\]

So, \(7.6 \div 4 = 1.9\).  
Reasonable? 1.9 \(\approx\) 2

b. Find \(4.38 \div 12\).

\[
\begin{array}{c}
0.365 \\
\hline
12)4.380 \\
-36 \\
\hline
78 \\
-72 \\
\hline
60 \\
\hline
60 \\
\hline
0 \\
\end{array}
\]

So, \(4.38 \div 12 = 0.365\).  
Check \(0.365 \times 12 = 4.38\)

**On Your Own**

Divide. Use estimation to check your answer.

1. \(36.4 \div 2\)
2. \(22.2 \div 6\)
3. \(59.64 \div 7\)
4. \(43.26 \div 14\)
5. \(6.2 \div 4\)
6. \(3.12 \div 16\)
Dividing Decimals by Decimals

**Words**
Multiply the divisor and the dividend by a power of 10 to make the divisor a whole number. Then place the decimal point in the quotient and divide as you would with whole numbers. Continue until there is no remainder.

**Numbers**

<table>
<thead>
<tr>
<th>Divisor</th>
<th>Dividend</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>4.56</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Multiply each number by 10.

- Place the decimal point above the decimal point in the dividend 45.6.

**EXAMPLE 2 Dividing Decimals**

a. Find \(18.2 \div 1.4\).

\[
1.4 \longdiv{18.2} \\
\underline{-14}\hspace{1cm}13. \\
\phantom{1.4}\underline{-14}\hspace{1.5cm} \\
\phantom{1.4}42\hspace{1.6cm} \\
\phantom{1.4}\underline{-42}\hspace{2cm}0
\]

So, \(18.2 \div 1.4 = 13\).

**Check** \(13 \times 1.4 = 18.2\) ✔

b. Find \(0.273 \div 0.39\).

\[
0.39 \longdiv{0.273} \\
\underline{-27.3}\hspace{2cm}0.7 \\
\phantom{0.39}\underline{-27.3}\hspace{2.5cm} \\
\phantom{0.39}0
\]

So, \(0.273 \div 0.39 = 0.7\).

**Check** \(0.7 \times 0.39 = 0.273\) ✔

**On Your Own**

Divide. Check your answer.

7. \(1.2 \div 9.6\)  
8. \(3.4 \div 57.8\)

9. \(21.643 \div 2.3\)  
10. \(0.459 \div 0.51\)
EXAMPLE 3  Inserting Zeros in the Dividend and the Quotient

Divide 2.45 ÷ 0.007.

\[ 0.007 \overline{)2.450} \]

\[ \begin{array}{r}
0.007 & \quad 2450 \\
\hline & \quad -21 \\
\hline & \quad 35 \\
\hline & \quad -35 \\
\hline & \quad 00 \\
\end{array} \]

Because 0 ÷ 7 = 0, insert a zero in the dividend.

Multiply each number by 1000.

Insert a zero in the quotient.

So, 2.45 ÷ 0.007 = 350.

EXAMPLE 4  Real-Life Application

How many times more cellular phone subscribers were there in 2011 than in 1991? Round to the nearest whole number.

From the graph, there were 331.59 million subscribers in 2011 and 7.6 million in 1991. So, divide 331.59 by 7.6.

**Estimate** 320 ÷ 8 = 40

\[ \begin{array}{r}
7.6 \overline{)331.59} \\
\hline & \quad 43.6 \\
\hline & \quad 304 \\
\hline & \quad 275 \\
\hline & \quad 228 \\
\hline & \quad 47 \\
\hline & \quad 45 \ \\
\hline & \quad 2 \ \\
\end{array} \]

Rounds to 44.

So, there were about 44 times more subscribers in 2011 than in 1991.

Reasonable? 44 ≈ 40 ✓

On Your Own

15. How many times more subscribers were there in 2006 than in 1996? Round to the nearest whole number.
2.6 Exercises

**Vocabulary and Concept Check**

1. **NUMBER SENSE** Fix the one that is not correct.

   - 6.1 \(\overline{424.4}\)
   - 61 \(\overline{4244}\)
   - 6.1 \(\overline{424.4}\)

   Copy the problem and place the decimal point in the correct location.

   2. \(18.6 \div 4 = 465\)
   3. \(6.38 \div 11 = 58\)
   4. \(88.27 \div 7 = 1261\)

   Rewrite the problem so that the divisor is a whole number.

   - \(4.7 \overline{13.6}\)
   - \(0.21 \overline{17.66}\)
   - \(2.16 \overline{18.5}\)

**Practice and Problem Solving**

Use base ten blocks to find the quotient.

- 8. \(3.6 \div 0.3\)
- 9. \(2.6 \div 0.2\)
- 10. \(0.72 \div 0.06\)
- 11. \(0.36 \div 0.04\)

Divide. Use estimation to check your answer.

- 12. \(6 \overline{25.2}\)
- 13. \(5 \overline{33.5}\)
- 14. \(7 \overline{3.5}\)
- 15. \(8 \overline{10.4}\)
- 16. \(38.7 \div 9\)
- 17. \(37.6 \div 4\)
- 18. \(43.4 \div 7\)
- 19. \(25.6 \div 8\)
- 20. \(44.64 \div 8\)
- 21. \(0.294 \div 3\)
- 22. \(3.6 \div 24\)
- 23. \(64.26 \div 18\)

**ERROR ANALYSIS** Describe and correct the error in finding the quotient.

- 24. \(\times\)

   - \(3.922\)
   - \(9 \overline{28.008}\)
   - \(27\)
   - \(100\)
   - \(81\)
   - \(198\)
   - \(198\)
   - \(0\)

- 25. \(\times\)

   - \(0.86\)
   - \(6 \overline{10.516}\)
   - \(48\)
   - \(36\)
   - \(36\)
   - \(0\)

- 26. **TEXT MESSAGING** You send 40 text messages in one month. The total cost is $4.80. How much does each text message cost?

- 27. **SUNBLOCK** Of the two bottles of sunblock shown, which is the better buy? Explain.

---

**Section 2.6 Dividing Decimals**

97
ORDER OF OPERATIONS  Evaluate the expression.

28. 7.68 + 3.18 ÷ 12  29. 10.56 ÷ 3 − 1.9  30. 19.6 ÷ 7 × 9

31. 5.5 × 16.56 ÷ 9  32. 35.25 ÷ 5 ÷ 3  33. 13.41 × (5.4 ÷ 9)

34. **FRUIT PUNCH** Which pack of fruit punch is the best buy? Explain.

35. **SALE** You buy 3 pairs of jeans for $35.95 each and get a fourth pair for free. What is your cost per pair of jeans?

Divide. Check your answer.

2. 2.1 \(\overline{)25.2}\)  3. 3.8 \(\overline{)34.2}\)  38. 36.47 ÷ 0.7  39. 0.984 ÷ 12.3

3. 40. 4.23 ÷ 0.012  41. 0.52 ÷ 0.0013  42. 95.04 ÷ 0.0132  43. 32.2 ÷ 0.07

Divide. Round to the nearest hundredth if necessary.

44. 80.88 ÷ 8.425  45. 0.8 ÷ 0.6  46. 38.9 ÷ 6.44  47. 11.6 ÷ 0.95

48. **ERROR ANALYSIS** Describe and correct the error in rewriting the problem.

49. **TICKETS** Tickets to the school musical cost $6.25. The amount received from ticket sales is $706.25. How many tickets were sold?

50. **HEIGHT** A person’s running stride is about 1.14 times the person’s height. Your friend’s stride is 5.472 feet. How tall is your friend?

51. **MP3 PLAYER** You have 3.4 gigabytes available on your MP3 player. Each song is about 0.004 gigabyte. How many more songs can you download onto your MP3 player?

52. **SWIMMING** The table shows the top three times in a swimming event at the Summer Olympics. The event consists of a team of four women swimming 100 meters each.

a. Suppose the times of all four swimmers on each team were the same. For each team, how much time does it take a swimmer to swim 100 meters?

b. Suppose each U.S. swimmer completed 100 meters a quarter second faster. Would the U.S. team have won the gold medal? Explain your reasoning.
Without finding the quotient, copy and complete the statement using <, >, or =.

53. 6.66 ÷ 0.74 __________ 66.6 ÷ 7.4
54. 32.2 ÷ 0.7 __________ 3.22 ÷ 7
55. 160.72 ÷ 16.4 __________ 160.72 ÷ 1.64
56. 75.6 ÷ 63 __________ 7.56 ÷ 0.63

57. **BEES** To approximate the number of bees in a hive, multiply the number of bees that leave the hive in one minute by 3 and divide by 0.014. You count 25 bees leaving a hive in one minute. How many bees are in the hive?

58. **PROBLEM SOLVING** You are saving money to buy a new bicycle that costs $155.75. You have $30 and plan to save $5 each week. Your aunt decides to give you an additional $10 each week.

   a. How many weeks will you have to save until you have enough money to buy the bicycle?
   b. How many more weeks would you have to save to buy a new bicycle that costs $203.89? Explain how you found your answer.

59. **PRECISION** A store sells applesauce in two sizes.

   a. How many bowls of applesauce fit in a jar? Round your answer to the nearest hundredth.
   b. Explain two ways to find the better buy.
   c. What is the better buy?

60. **Geometry** The large rectangle’s dimensions are three times the dimensions of the small rectangle.

   a. How many times greater is the perimeter of the large rectangle compared to the perimeter of the small rectangle?
   b. How many times greater is the area of the large rectangle compared to the area of the small rectangle?
   c. Are the answers to parts (a) and (b) the same? Explain why or why not.
   d. What happens in parts (a) and (b) if the dimensions of the large rectangle are two times the dimensions of the small rectangle?

---

**Fair Game Review** What you learned in previous grades & lessons

Add or subtract. Write your answer in simplest form.  

(Section 1.6)

61. \( \frac{1}{2} + \frac{2}{3} \)
62. \( \frac{2}{5} + \frac{3}{4} \)
63. \( \frac{3}{10} - \frac{1}{4} \)
64. \( \frac{11}{12} - \frac{7}{8} \)

65. **MULTIPLE CHOICE** Melissa earns $7.40 an hour working at a grocery store. She works 14.25 hours this week. How much does she earn? (Section 2.5)

   A) $83.13  
   B) $105.45  
   C) $156.75  
   D) $1054.50

---

Section 2.6  Dividing Decimals  99
Add or subtract.  \((\text{Section 2.4})\)

1. \(6.329 + 14.38\)
2. \(43.56 + 41.82\)
3. \(85.8 - 2.354\)
4. \(26.782 - 14.96\)

Multiply. Use estimation to check your answer.  \((\text{Section 2.5})\)

5. \(7.6 \times 5\)
6. \(0.62 \times 17\)
7. \(0.54 \times 0.9\)
8. \(4.16 \times 0.7\)

Divide. Use estimation to check your answer.  \((\text{Section 2.6})\)

9. \(5\overline{8.4}\)
10. \(6\overline{6.48}\)
11. \(5.6 \div 0.7\)
12. \(1.8 \div 0.03\)

13. **FIELD HOCKEY** A field hockey field is rectangular. Its width is 54.88 meters, and its length is 91.46 meters. Find the perimeter of the field.  \((\text{Section 2.4})\)

14. **GEOMETRY** Find the area of the mouth of the field hockey goal.  \((\text{Section 2.5})\)

15. **BROADWAY** The bar graph shows the yearly attendance at traveling Broadway shows.  \((\text{Section 2.6})\)

   a. Suppose the attendance was the same each month in 2008. How many people attended each month?

   b. How many times more people attended shows in 2006 than in 2009? Round your answer to the nearest tenth.
Review Key Vocabulary

reciprocals, p. 64

Review Examples and Exercises

2.1 Multiplying Fractions (pp. 54–61)

a. Find \( \frac{1}{4} \times \frac{3}{5} \).

\[
\frac{1}{4} \times \frac{3}{5} = \frac{1 \times 3}{4 \times 5} = \frac{3}{20}
\]

Multiply the numerators and the denominators.

b. Find \( \frac{3}{5} \times \frac{1}{8} \).

\[
\frac{3}{5} \times \frac{1}{8} = \frac{3 \times 9}{5 \times 8} = \frac{27}{40}
\]

Write \( 1\frac{1}{8} \) as the improper fraction \( \frac{9}{8} \).

Multiply the numerators and the denominators.

Exercises:

Multiply. Write the answer in simplest form.

1. \( \frac{1}{8} \times \frac{5}{7} \)
2. \( \frac{3}{5} \times \frac{1}{2} \)
3. \( \frac{2}{9} \times \frac{3}{4} \)
4. \( \frac{3}{10} \times \frac{4}{5} \)
5. \( 2\frac{2}{3} \times \frac{4}{5} \)
6. \( \frac{2}{7} \times \frac{4}{9} \)
7. \( \frac{5}{6} \times 2\frac{3}{8} \)
8. \( 2\frac{3}{10} \times \frac{5}{3} \)

2.2 Dividing Fractions (pp. 62–69)

Find \( \frac{3}{7} \div \frac{5}{8} \).

\[
\frac{3}{7} \div \frac{5}{8} = \frac{3 \times 8}{7 \times 5} = \frac{24}{35}
\]

Multiply by the reciprocal of \( \frac{5}{8} \), which is \( \frac{8}{5} \).

Multiply fractions and simplify.

Exercises:

Divide. Write the answer in simplest form.

9. \( \frac{1}{9} \div \frac{2}{5} \)
10. \( \frac{3}{4} \div \frac{5}{6} \)
11. \( 5 \div \frac{1}{3} \)
12. \( \frac{8}{9} \div \frac{3}{10} \)
Dividing Mixed Numbers  (pp. 70–75)

Find $3\frac{3}{4} \div 1\frac{1}{2}$.

$$3\frac{3}{4} \div 1\frac{1}{2} = \frac{15}{4} \div \frac{3}{2}$$

Write each mixed number as an improper fraction.

$$= \frac{15}{4} \times \frac{2}{3}$$

Multiply by the reciprocal of $\frac{3}{2}$, which is $\frac{2}{3}$.

$$= \frac{5}{2} \times \frac{2}{3}$$

Multiply fractions. Divide out common factors.

$$= \frac{5}{2} \text{ or } 2\frac{1}{2}$$

Simplify.

Exercises:

Divide. Write the answer in simplest form.

13. $1\frac{2}{5} \div 4\frac{4}{7}$
14. $2\frac{3}{8} \div 3\frac{3}{5}$
15. $4\frac{1}{8} \div 2\frac{1}{4}$
16. $5\frac{5}{8} \div 1\frac{2}{9}$

17. **PANCAKES** A box contains 10 cups of pancake mix. You use $\frac{2}{3}$ cup each time you make pancakes. How many times can you make pancakes?

Adding and Subtracting Decimals  (pp. 78–83)

a. Add 7.36 + 2.22.

$$\begin{array}{c}
7.36 \\
+ 2.22 \\
\hline
9.58
\end{array}$$

Line up the decimal points.
Add as you would with whole numbers.

b. Subtract 5.467 – 2.736.

$$\begin{array}{c}
5.467 \\
- 2.736 \\
\hline
2.731
\end{array}$$

Line up the decimal points.
Subtract as you would with whole numbers.

Exercises:

Add or subtract.

18. 3.78 + 8.94
19. 19.89 + 4.372
20. 7.638 – 2.365
21. 14.21 – 4.103
2.5 Multiplying Decimals  (pp. 84–91)

Find $7.5 \times 5.3$.

\[
\begin{array}{c}
7.5 \\
\times 5.3 \\
\hline
22.5 \\
+ 37.5 \\
\hline
39.75
\end{array}
\]

$7.5 \leftrightarrow 1 \text{ decimal place}$

$\times 5.3 \leftrightarrow +1 \text{ decimal place}$

$22.5$ 

$+ 37.5$ 

$\hline$ 

$39.75 \leftrightarrow 2 \text{ decimal places}$

\[\therefore \text{So, } 7.5 \times 5.3 = 39.75.\]

Exercises

Multiply. Use estimation to check your answer.

22. $5.3 \times 8$  
23. $6.1 \times 7$  
24. $4.68 \times 3$

25. $9.475 \times 8.03$  
26. $0.27 \times 4.42$  
27. $0.051 \times 0.244$

28. AREA Find the area of the computer screen.

\[
\begin{array}{c}
13.8 \text{ in.} \\
\times 10.4 \text{ in.}
\end{array}
\]

2.6 Dividing Decimals  (pp. 92–99)

Find $22.8 \div 1.2$.

\[
\begin{array}{c}
1.2 \left\lfloor 22.8 \\
\downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \\
19. \\
12 \hspace{1cm} 228. \\
\downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \\
12 \\
108 \\
\downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \hspace{1cm} \downarrow \\
108 \\
0
\end{array}
\]

\[\therefore \text{So, } 22.8 \div 1.2 = 19.\]

Exercises

Divide. Use estimation to check your answer.

29. $6.8 \div 4$  
30. $13.2 \div 6 + 4$  
31. $49.7 \div 7$

32. $0.12 \div 3.6$  
33. $2.5 \div 0.125$  
34. $3.9 \div 22.23$
Chapter Test

Multiply. Write the answer in simplest form.
1. \( \frac{9}{16} \times \frac{2}{3} \)
2. \( \frac{1}{10} \times \frac{5}{6} \)
3. \( 1 \frac{3}{7} \times \frac{7}{10} \)

Divide. Write the answer in simplest form.
4. \( \frac{1}{6} \div \frac{1}{3} \)
5. \( 10 \div \frac{2}{5} \)
6. \( 8 \frac{3}{4} \div 2 \frac{7}{8} \)

Add or subtract.
7. \( 4.92 + 3.79 \)
8. \( 5.138 + 2.624 \)
9. \( 5.316 - 1.942 \)

Multiply. Use estimation to check your answer.
10. \( 6.7 \times 8 \)
11. \( 0.4 \times 0.7 \)
12. \( 4.87 \times 7.23 \)

Divide. Use estimation to check your answer.
13. \( 5.6 \div 7 \)
14. \( 2.6 \div 0.02 \)
15. \( 4 \overline{9.32} \)
16. \( 0.25 \overline{5.46} \)

17. **DVD SALE** Which deal is the better buy?

18. **BLOG** You spend 2\( \frac{1}{2} \) hours online. You spend \( \frac{1}{5} \) of that time writing a blog.
   How long do you spend writing your blog?

19. **GRAPES** A grocery store sells grapes for $1.99 per pound.
   You buy 2.34 pounds of the grapes. How much do you pay?

20. **PHOTOGRAPHY** A motocross rider is in the air for 2.5 seconds.
    Your camera can take a picture every 0.125 second. Your friend’s camera can take a picture every 0.15 second.
    a. How many times faster is your camera than your friend’s camera?
    b. How many more pictures can you take while the rider is in the air?
1. At a party, 10 people equally shared \( \frac{2}{3} \) gallons of ice cream. How much ice cream did each person eat?
   A. \( \frac{1}{5} \) gal  
   B. \( \frac{1}{4} \) gal  
   C. \( \frac{2}{3} \) gal  
   D. \( \frac{3}{4} \) gal

2. What is the value of the expression below?
   \[ 4.643 + 11.02 ÷ 2.32 \]

3. Which number is equivalent to the expression below?
   \[ 2 \cdot 4^2 + 3(6 ÷ 2) \]
   F. 25  
   G. 41  
   H. 73  
   I. 105

4. Your friend divided two decimal numbers. Her work is shown in the box below. What should your friend change in order to divide the two decimal numbers correctly?
   \[ \begin{array}{c}
   2.08 \\
   0.07 \overline{)14.56} \\
   14.56 \\
   \hline
   714.56
   \end{array} \]
   A. Rewrite the problem as 0.07 \( \overline{1.1456} \).
   B. Rewrite the problem as 0.07 \( \overline{1456} \).
   C. Rewrite the problem as 7\( \overline{0.1456} \).
   D. Rewrite the problem as 7\( \overline{1456} \).

5. You bought some grapes at a farm stand. You paid $2.48 per pound.
   What was the total amount that you paid for the grapes?
6. The steps your friend took to divide two mixed numbers are shown below.

\[
\frac{4\frac{2}{3}}{2\frac{1}{4}} = \frac{\frac{14}{3}}{\frac{9}{4}}
\]

\[
= \frac{21}{2}
\]

\[
= 10\frac{1}{2}
\]

What should your friend change in order to divide the two mixed numbers correctly?

F. Find a common denominator of 3 and 4.

G. Multiply by the reciprocal of \(\frac{14}{3}\).

H. Multiply by the reciprocal of \(\frac{9}{4}\).

I. Rename \(4\frac{2}{3}\) as \(3\frac{5}{3}\).

7. Which pair of numbers does not have a least common multiple less than 100?

A. 10, 15

B. 12, 16

C. 16, 18

D. 18, 24

8. You are making identical snack bags. You have 18 fruit-chew snacks and 24 granola snacks. What is the greatest number of snack bags that you can make with no snacks left over?

F. 1

G. 2

H. 3

I. 6

9. Which expression is not equivalent to \(\frac{2}{3}\)?

A. \(\frac{1}{4} + \frac{1}{3} \div \frac{4}{5}\)

B. \(\frac{13}{30} + \frac{1}{5} \div \frac{6}{7}\)

C. \(\frac{5}{6} - \frac{1}{8} \div \frac{1}{2}\)

D. \(\frac{13}{18} - \frac{1}{26} \div \frac{9}{13}\)
10. Which number is equivalent to 5.139 − 2.64?
   F. 2.499
   G. 2.599
   H. 3.519
   I. 3.599

11. Which expression is equivalent to \( \frac{4}{9} \div \frac{5}{7} \)?
   A. \( \frac{20}{63} \)
   B. \( \frac{28}{45} \)
   C. \( \frac{45}{28} \)
   D. \( \frac{63}{20} \)

12. Which of the following expressions is equivalent to a perfect square?
   F. \( 3 + 2^2 \times 7 \)
   G. \( 34 + 18 \div 3^2 \)
   H. \( (80 + 4) \div 4 \)
   I. \( 3^2 + 6 \times 5 \div 3 \)

13. You are filling baskets using 18 green eggs, 36 red eggs, and 54 blue eggs. What is the greatest number of baskets that you can fill so that the baskets are identical and there are no eggs left over?
   A. 3
   B. 6
   C. 9
   D. 18

14. A walkway was built using identical concrete blocks.

   Part A  How much longer, in inches, is the length of the walkway than the width of the walkway? Show your work and explain your reasoning.

   Part B  How many times longer is the length of the walkway than the width of the walkway? Show your work and explain your reasoning.