

# Math Worksheets Multiplication And Division Questions and Answers PDF

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## Part 1: Building a Foundation

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**What is the product of 7 and 8?**

*Hint: Think about the multiplication table.*

- A) 54
- B) 56 ✓
- C) 58
- D) 60

■ The product of 7 and 8 is 56.

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- B) 56 ✓
- C) 58
- D) 60

| The product of 7 and 8 is 56.

**Which of the following are properties of multiplication? (Select all that apply)**

*Hint: Consider the different ways multiplication can be performed.*

- A) Commutative ✓
- B) Associative ✓
- C) Distributive ✓
- D) Subtractive

| The properties of multiplication include commutative, associative, and distributive.

**Which of the following are properties of multiplication? (Select all that apply)**

*Hint: Consider the different properties you have learned.*

- A) Commutative ✓
- B) Associative ✓
- C) Distributive ✓
- D) Subtractive

| The properties of multiplication include commutative, associative, and distributive.

**Which of the following are properties of multiplication? (Select all that apply)**

*Hint: Consider the rules of multiplication.*

- A) Commutative ✓
- B) Associative ✓
- C) Distributive ✓
- D) Subtractive

| The properties of multiplication include commutative, associative, and distributive.

**Explain the relationship between multiplication and division using an example.**

*Hint: Think about how division can be seen as the opposite of multiplication.*

**Multiplication and division are inverse operations; for example, if  $4 \times 5 = 20$ , then  $20 \div 5 = 4$ .**

**Explain the relationship between multiplication and division using an example.**

*Hint: Think about how one operation can be used to understand the other.*

**Multiplication and division are inverse operations; for example, if  $4 \times 5 = 20$ , then  $20 \div 5 = 4$ .**

**Explain the relationship between multiplication and division using an example.**

*Hint: Think about how one operation can undo the other.*

**Multiplication and division are inverse operations; for example, if  $4 \times 5 = 20$ , then  $20 \div 5 = 4$ .**

**Define the following terms:**

*Hint: Use clear and concise definitions.*

1. Dividend:

| The number being divided.

2. Divisor:

| The number by which the dividend is divided.

3. Quotient:

| The result of division.

4. Remainder:

| The amount left over after division.

| Definitions should be accurate and reflect the mathematical concepts.

### Define the following terms:

*Hint: Provide clear definitions for each term.*

1. Dividend

| The number being divided.

2. Divisor

| The number by which the dividend is divided.

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3. Quotient

| The result of the division.

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4. Remainder

| The amount left over after division.

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| Definitions should include: Dividend, Divisor, Quotient, and Remainder.

**Define the following terms:**

*Hint: Provide clear definitions.*

1. Dividend

| The number being divided.

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2. Divisor

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3. Quotient

| The result of the division.

---

## 4. Remainder

| The amount left over after division.

| Definitions should include clear and concise explanations.

**What is 36 divided by 6?**

*Hint: Think about how many times 6 fits into 36.*

- A) 5
- B) 6 ✓
- C) 7
- D) 8

| 36 divided by 6 equals 6.

**What is 36 divided by 6?**

*Hint: Think about how many times 6 fits into 36.*

- A) 5
- B) 6 ✓
- C) 7
- D) 8

| 36 divided by 6 equals 6.

**What is 36 divided by 6?**

*Hint: Think about how many times 6 fits into 36.*

- A) 5
- B) 6 ✓
- C) 7
- D) 8

| 36 divided by 6 equals 6.

## Part 2: Understanding and Interpretation

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If  $5 \times 4 = 20$ , which of the following is true?

Hint: Consider the relationship between multiplication and division.

- A)  $20 \div 5 = 3$
- B)  $20 \div 4 = 5$  ✓
- C)  $20 \div 5 = 6$
- D)  $20 \div 4 = 6$

20  $\div$  4 = 5 is true.

If  $5 \times 4 = 20$ , which of the following is true?

Hint: Consider the relationship between multiplication and division.

- A)  $20 \div 5 = 3$
- B)  $20 \div 4 = 5$  ✓
- C)  $20 \div 5 = 6$
- D)  $20 \div 4 = 6$

20  $\div$  4 = 5 is true.

If  $5 \times 4 = 20$ , which of the following is true?

Hint: Consider the inverse operation of multiplication.

- A)  $20 \div 5 = 3$
- B)  $20 \div 4 = 5$  ✓
- C)  $20 \div 5 = 6$
- D)  $20 \div 4 = 6$

20  $\div$  4 = 5 is true.

Which statements correctly describe division? (Select all that apply)

Hint: Think about the characteristics of division.

- A) Division is the inverse of multiplication. ✓
- B) Division can result in a remainder. ✓
- C) Division is always commutative.

- D) Division can be represented as repeated subtraction. ✓**

Division is the inverse of multiplication, can result in a remainder, and can be represented as repeated subtraction.

**Which statements correctly describe division? (Select all that apply)**

*Hint: Think about the characteristics of division.*

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- A) Division is the inverse of multiplication. ✓**
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- C) Division is always commutative.
- D) Division can be represented as repeated subtraction. ✓**

Division is the inverse of multiplication and can result in a remainder.

**Describe how you would use the distributive property to simplify the multiplication of  $8 \times 27$ .**

*Hint: Think about breaking down one of the numbers.*

**You can break down 27 into 20 and 7, then use the distributive property:  $8 \times (20 + 7) = (8 \times 20) + (8 \times 7)$ .**



**Describe how you would use the distributive property to simplify the multiplication of  $8 \times 27$ .**

*Hint: Think about breaking down the numbers.*

**You can use the distributive property by breaking 27 into 20 and 7, then calculating  $8 \times 20 + 8 \times 7$ .**

**Describe how you would use the distributive property to simplify the multiplication of  $8 \times 27$ .**

*Hint: Think about breaking down the numbers.*

**You can break down 27 into 20 and 7, then use the distributive property.**

### Part 3: Application and Analysis

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**If a rectangle has a length of 9 units and a width of 4 units, what is its area?**

*Hint: Use the formula for area: length  $\times$  width.*

- A) 13 square units
- B) 36 square units ✓
- C) 27 square units
- D) 45 square units

■ The area of the rectangle is 36 square units.

**If a rectangle has a length of 9 units and a width of 4 units, what is its area?**

*Hint: Use the formula for area: length x width.*

- A) 13 square units
- B) 36 square units ✓
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*Hint: Use the formula for area: length x width.*

- A) 13 square units
- B) 36 square units ✓
- C) 27 square units
- D) 45 square units

■ The area is 36 square units.

**Which of the following problems can be solved using multiplication? (Select all that apply)**

*Hint: Think about scenarios where you are combining equal groups.*

- A) Finding the total cost of 5 apples if each costs \$2. ✓
- B) Determining how many groups of 4 can be made from 20 items. ✓
- C) Calculating the perimeter of a square with side length 5. ✓
- D) Splitting 18 candies equally among 3 children.

■ Finding total cost, determining groups, and calculating perimeter can all involve multiplication.

**Which of the following problems can be solved using multiplication? (Select all that apply)**

*Hint: Think about situations where you need to find a total.*

- A) Finding the total cost of 5 apples if each costs \$2. ✓
- B) Determining how many groups of 4 can be made from 20 items. ✓
- C) Calculating the perimeter of a square with side length 5. ✓

D) Splitting 18 candies equally among 3 children.

▮ Finding total cost, determining groups, and calculating perimeter can all involve multiplication.

**Which of the following problems can be solved using multiplication? (Select all that apply)**

*Hint: Think about scenarios where you need to find a total.*

- A) Finding the total cost of 5 apples if each costs \$2. ✓**
- B) Determining how many groups of 4 can be made from 20 items. ✓**
- C) Calculating the perimeter of a square with side length 5. ✓**
- D) Splitting 18 candies equally among 3 children.

▮ Finding total costs and groups can be solved using multiplication.

**Solve the following word problem: A baker uses 3 cups of flour for each batch of cookies. How many cups of flour are needed for 7 batches?**

*Hint: Think about how many cups are needed for each batch.*

▮ **You need 21 cups of flour for 7 batches (3 cups x 7).**

**Solve the following word problem: A baker uses 3 cups of flour for each batch of cookies. How many cups of flour are needed for 7 batches?**

*Hint: Think about how to calculate the total amount of flour.*

**You need 21 cups of flour for 7 batches (3 cups x 7).**

**Solve the following word problem: A baker uses 3 cups of flour for each batch of cookies. How many cups of flour are needed for 7 batches?**

*Hint: Think about how to multiply the number of batches by the cups of flour per batch.*

**You need 21 cups of flour for 7 batches.**

**Which of the following equations demonstrates the associative property of multiplication?**

*Hint: Look for the equation that groups numbers differently.*

- A)  $(2 \times 3) \times 4 = 2 \times (3 \times 4)$  ✓
- B)  $2 + 3 = 3 + 2$
- C)  $4 \times 0 = 0$
- D)  $5 \times 1 = 5$

**The equation  $(2 \times 3) \times 4 = 2 \times (3 \times 4)$  demonstrates the associative property.**

**Which of the following equations demonstrates the associative property of multiplication?**

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- C)  $4 \times 0 = 0$
- D)  $5 \times 1 = 5$

■ The equation  $(2 \times 3) \times 4 = 2 \times (3 \times 4)$  demonstrates the associative property.

**Analyze the following statements and identify which are true about division. (Select all that apply)**

*Hint: Consider the properties and rules of division.*

- A) **Division by zero is undefined.** ✓
- B) The quotient is always smaller than the dividend.
- C) **The remainder is always less than the divisor.** ✓
- D) Division is distributive over addition.

■ Division by zero is undefined, the remainder is always less than the divisor, and the quotient is not always smaller than the dividend.

**Analyze the following statements and identify which are true about division. (Select all that apply)**

*Hint: Consider the properties and rules of division.*

- A) **Division by zero is undefined.** ✓
- B) The quotient is always smaller than the dividend.
- C) **The remainder is always less than the divisor.** ✓
- D) Division is distributive over addition.

■ Division by zero is undefined, the quotient is not always smaller than the dividend, and the remainder is always less than the divisor.

**Analyze the following statements and identify which are true about division. (Select all that apply)**

*Hint: Consider the properties and rules of division.*

- A) **Division by zero is undefined.** ✓
- B) The quotient is always smaller than the dividend.
- C) **The remainder is always less than the divisor.** ✓
- D) Division is distributive over addition.

■ Division by zero is undefined, and the remainder is always less than the divisor.

**Analyze the following scenario: A group of 24 students is divided into teams. If each team has 6 students, how many teams are formed? Explain your reasoning.**

*Hint: Think about how many times 6 fits into 24.*

**There are 4 teams formed ( $24 \div 6 = 4$ ).**

**Analyze the following scenario: A group of 24 students is divided into teams. If each team has 6 students, how many teams are formed? Explain your reasoning.**

*Hint: Think about how to divide the total number of students.*

**There are 4 teams formed ( $24 \div 6 = 4$ ).**

**Analyze the following scenario: A group of 24 students is divided into teams. If each team has 6 students, how many teams are formed? Explain your reasoning.**

*Hint: Think about how to divide the total number of students by the team size.*

There are 4 teams formed, as  $24 \div 6 = 4$ .

## Part 4: Evaluation and Creation

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Which of the following strategies is most efficient for multiplying  $12 \times 15$ ?

Hint: Consider different methods of multiplication.

- A) Direct multiplication
- B) Breaking down into  $(10 + 2) \times 15$  ✓
- C) Using a calculator
- D) Repeated addition

Breaking down into  $(10 + 2) \times 15$  is the most efficient strategy.

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Breaking down into  $(10 + 2) \times 15$  is often the most efficient strategy.

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Hint: Consider different methods of multiplication.

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Breaking down into  $(10 + 2) \times 15$  is often the most efficient.

Evaluate the following methods for solving  $48 \div 6$  and select those that are correct. (Select all that apply)

Hint: Think about different approaches to division.

- A) Long division ✓
- B) Repeated subtraction ✓
- C) Multiplying 6 by a number to get 48 ✓
- D) Using a calculator

Long division, repeated subtraction, and multiplying 6 by a number to get 48 are all correct methods.

**Evaluate the following methods for solving  $48 \div 6$  and select those that are correct. (Select all that apply)**

Hint: Think about different strategies for division.

- A) Long division ✓
- B) Repeated subtraction ✓
- C) Multiplying 6 by a number to get 48 ✓
- D) Using a calculator

Long division, repeated subtraction, and multiplying 6 by a number to get 48 are all valid methods.

**Evaluate the following methods for solving  $48 \div 6$  and select those that are correct. (Select all that apply)**

Hint: Think about different approaches to division.

- A) Long division ✓
- B) Repeated subtraction ✓
- C) Multiplying 6 by a number to get 48 ✓
- D) Using a calculator

Long division, repeated subtraction, and multiplying 6 by a number to get 48 are all valid methods.

**Create a real-world problem that involves both multiplication and division, and solve it.**

Hint: Think about a scenario that requires both operations.



**An example could be: If a box contains 12 cookies and you have 3 boxes, how many cookies do you have in total? ( $12 \times 3 = 36$ ). If you share them equally among 6 friends, how many does each friend get? ( $36 \div 6 = 6$ ).**

**Create a real-world problem that involves both multiplication and division, and solve it.**

*Hint: Think about a scenario that requires both operations.*

**An example could be: If a box contains 12 cookies and you have 3 boxes, how many cookies do you have in total? ( $12 \times 3 = 36$ ).**

**Create a real-world problem that involves both multiplication and division, and solve it.**

*Hint: Think about a scenario that requires both operations.*

**An example could be calculating the total cost of items and then dividing by the number of people.**