

Name \_\_\_\_\_

## Use the Distributive Property

**I Can** use the Distributive Property to multiply with multiples of 10.

Florida's B.E.S.T.

- Algebraic Reasoning 3.AR.1.1
- Mathematical Thinking & Reasoning MTR.2.1, MTR.4.1, MTR.5.1



### UNLOCK the Problem Real World

The school assembly room has 5 rows of chairs with 20 chairs in each row. If the third-grade classes fill 3 rows of chairs, how many third graders are at the assembly?

#### Read the Problem

##### What do I need to find?

I need to find how many \_\_\_\_\_ are at the assembly.

##### What information do I need to use?

There are \_\_\_\_\_ chairs in each row.

The third graders fill \_\_\_\_\_ rows of chairs.

##### How will I use the information?

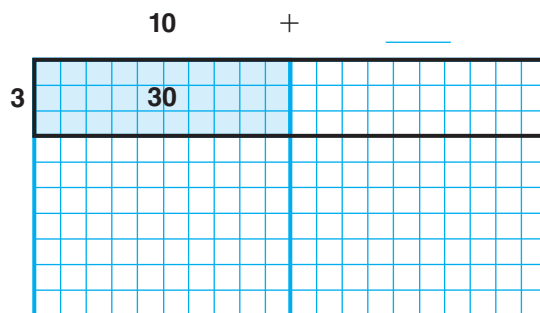
The Distributive Property tells me I can

\_\_\_\_\_ the factor 20 to multiply.

$$3 \times 20 = 3 \times (10 + \underline{\quad})$$

#### Solve the Problem

Draw a diagram. Finish the shading to show 3 rows of 20 chairs.



I can use the sum of the smaller rectangles to find how many third graders are at the assembly.

$$(3 \times 10) + (3 \times 10) =$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$3 \times 20 = \underline{\quad}$$

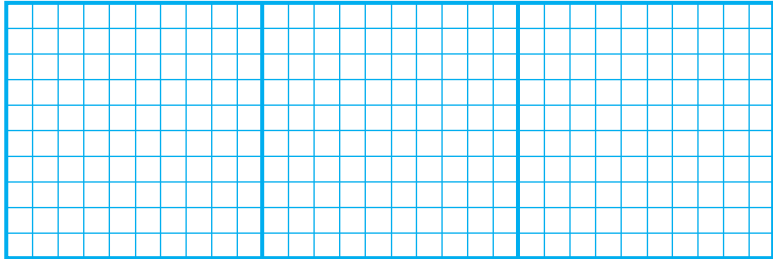
So, \_\_\_\_\_ third graders are at the assembly.

1. Explain how breaking apart the factor 20 makes finding the product easier. \_\_\_\_\_

## Try Another Problem

Megan is watching a marching band practice. The band marches by with 4 rows of people playing instruments. She counts 30 people in each row. How many people march in the band?



Read the Problem	Solve the Problem
<b>What do I need to find?</b>	<b>Record the steps you used to solve the problem.</b>  
<b>What information do I need to use?</b>	
<b>How will I use the information?</b>	

2. How can you check to see if your answer is reasonable?

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3. Explain how you can use the Distributive Property to help you find a product.

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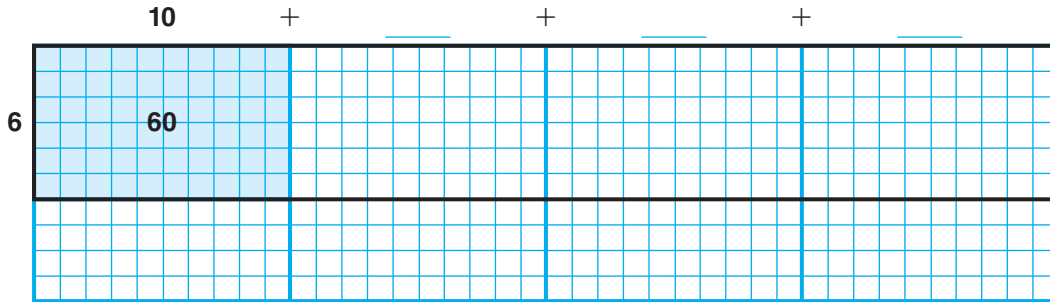
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## Share and Show



1. People filled all the seats in the front section of a theater. The front section has 6 rows with 40 seats in each row. How many people are in the front section of the theater?

**First**, draw and label a diagram to break apart the problem into easier parts to solve.



**Next**, find the products of the smaller rectangles.

$$(6 \times 10) + (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

**Then**, find the sum of the products.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, there are \_\_\_\_\_ people in the front section of the theater.

2. What if seats are added to the front section of the theater so that there are 6 rows with 50 seats in each row? How many seats are in the front section?

\_\_\_\_\_

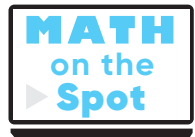
## On Your Own

3. Tova sewed 60 pieces of blue ribbon together to make a costume. Each piece of ribbon was 2 meters long. She also sewed 40 pieces of red ribbon together that were each 3 meters long. Did Tova use more blue ribbon or red ribbon? Explain.

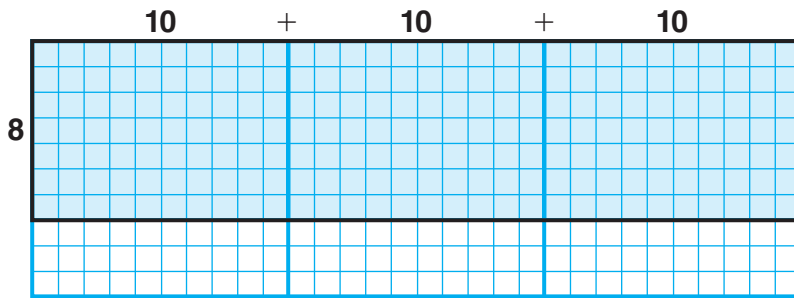
\_\_\_\_\_

## Unlock the Problem

- ✓ Circle the numbers you will use.
- ✓ Use the Distributive Property and break apart a greater factor to use facts you know.
- ✓ Draw a diagram to help you solve the problem.



4. **MTR** Carina draws this diagram to show that  $8 \times 30 = 210$ . Explain her error.




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## Problem Solving · Applications

5. **WRITE**  *Math* Tamika wants to display 10 trophies on a table in a rectangular array. How many different ways can Tamika arrange the trophies? Explain your answer.

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6. Edith collects nickels. Each nickel is worth 5 cents. If she has 60 nickels, how much money has she collected so far?

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7. Select the equations that show the Distributive Property. Mark all that apply.

- (A)  $3 \times 20 = (3 \times 10) + (3 \times 10)$
- (B)  $(7 + 3) + 8 = 7 + (3 + 8)$
- (C)  $(5 \times 10) + (5 \times 10) = 5 \times 20$
- (D)  $(9 \times 2) + (9 \times 4) = 9 \times 6$



Name \_\_\_\_\_

# Use Place-Value Strategies to Multiply with Multiples of 10

Florida's B.E.S.T.

- Number Sense & Operations 3.NSO.2.3
- Mathematical Thinking & Reasoning MTR.2.1, MTR.4.1, MTR.5.1

**I Can** use place value to solve problems multiplying with multiples of 10.



## UNLOCK the Problem Real World

You can use models and place value to multiply with multiples of 10.

**Activity** Model multiples of 10.

**Materials** ■ base-ten blocks

The first three are shown. Model the first nine multiples of 10.



$$\begin{aligned} 1 \times 10 \\ 1 \times 1 \text{ ten} \\ 1 \text{ ten} \\ 10 \end{aligned}$$



$$\begin{aligned} 2 \times 10 \\ 2 \times 1 \text{ ten} \\ 2 \text{ tens} \\ 20 \end{aligned}$$



$$\begin{aligned} 3 \times 10 \\ 3 \times 1 \text{ ten} \\ 3 \text{ tens} \\ 30 \end{aligned}$$

- What do you call a product of 10 and the counting numbers 1, 2, 3, and so on?

What are the first nine multiples of 10?

10, 20, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

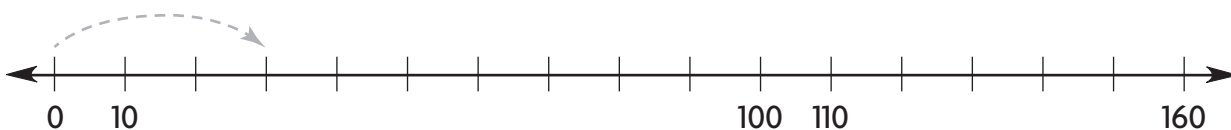
Best Care Veterinary Clinic offered free pet care classes for 5 days. Erin attended the pet care class for 30 minutes each day. How many minutes did Erin spend in the class?

**One Way** Use a number line.

$$5 \times 30 = \blacksquare \quad \text{Think: } 30 = 3 \text{ tens}$$

**STEP 1** Complete the number line. Write the labels for the multiples of 10.

**STEP 2** Draw jumps on the number line to show 5 groups of 3 tens.



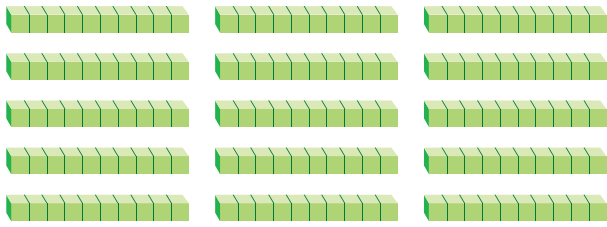
$$5 \times 30 = \underline{\hspace{2cm}}$$

So, Erin attended the pet care class for \_\_\_\_\_ minutes.



## Another Way Use place value.

### MODEL



So,  $5 \times 30 = \underline{\quad}$ .

### THINK

$$5 \times 30 = 5 \times \underline{\quad} \text{ tens}$$
$$= \underline{\quad} \text{ tens} = \underline{\quad}$$

### Try This!

$$4 \times 50 = \underline{\quad} \times \underline{\quad} \text{ tens}$$
$$= \underline{\quad} \text{ tens} = \underline{\quad}$$

### Math Talk

**MTR 4.1** Engage in discussions on mathematical thinking.

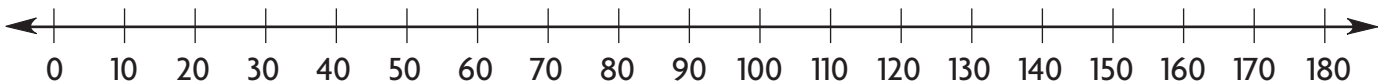
Why does  $5 \times 30$  have one zero in the product and  $4 \times 50$  has two zeros in the product?

## Share and Show

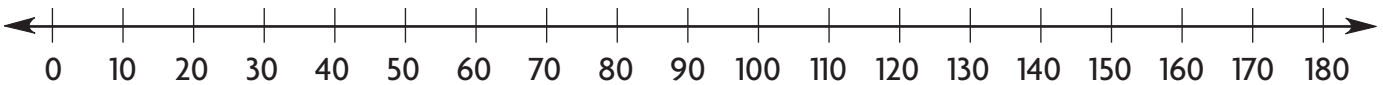
Math Board

Use a number line to find each product.

1.  $3 \times 40 = \underline{\quad}$  **Think:** There are 3 jumps of 40.



2.  $8 \times 20 = \underline{\quad}$



Use place value to find each product.

3.  $3 \times 70 = 3 \times \underline{\quad} \text{ tens}$   
 $= \underline{\quad} \text{ tens} = \underline{\quad}$

4.  $50 \times 2 = \underline{\quad} \text{ tens} \times 2$   
 $= \underline{\quad} \text{ tens} = \underline{\quad}$

### Math Talk

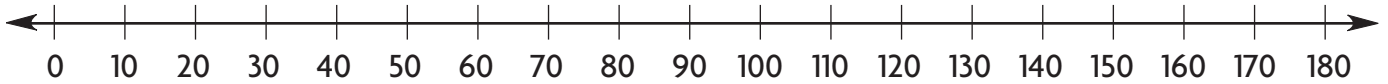
**MTR 4.1** Engage in discussions on mathematical thinking.

Why will the product of a multiplication problem be the same when the factors are reversed?

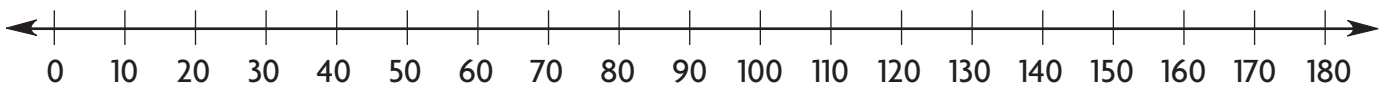
## On Your Own

Use a number line to find each product.

5.  $7 \times 20 =$  \_\_\_\_\_



6.  $3 \times 50 =$  \_\_\_\_\_



Use place value to find each product.

7.  $6 \times 60 = 6 \times$  \_\_\_\_\_ tens  
 $=$  \_\_\_\_\_ tens  $=$  \_\_\_\_\_

8.  $50 \times 7 =$  \_\_\_\_\_ tens  $\times 7$   
 $=$  \_\_\_\_\_ tens  $=$  \_\_\_\_\_

## Problem Solving · Applications

Use the table for problems 9–11.

9. A bottle of shampoo costs \$8 and a pack of cat toys costs \$7. If the clinic sells its entire supply of shampoo and cat toys, how much money will it receive?

\_\_\_\_\_

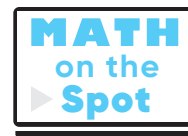
10. What's the question? Each bag of treats has 30 treats. The answer is 240.

\_\_\_\_\_

11. There are 4 bottles of vitamins in each box of vitamins. Each bottle of vitamins has 20 vitamins. If the clinic wants to have a supply of 400 vitamins, how many more boxes should it order?

\_\_\_\_\_

Best Care Clinic Pet Supplies	
Item	Amount
Cat Toys	10 packs
Treats	8 bags
Shampoo	20 bottles
Vitamins	3 boxes



12. **MTR** Hiromi needs to set up chairs for 155 people to attend the school career day program. So far she has set up 6 rows with 20 chairs in each row. How many more chairs does Hiromi need to set up?



- a. What do you need to find?

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- b. What operations will you use to find how many more chairs Hiromi needs to set up?

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- c. Write the steps you will use to solve the problem.

- d. Complete each sentence.

Hiromi needs to set up \_\_\_\_\_ chairs for people to attend the program.

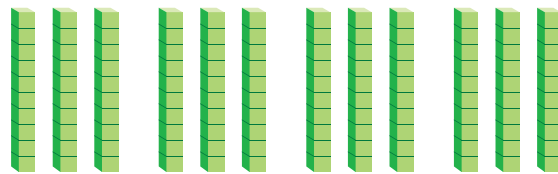
She has set up \_\_\_\_\_ rows with \_\_\_\_\_ chairs in each row.

So, Hiromi needs to set up \_\_\_\_\_ more chairs.

13. Last week, Dr. Newman examined the paws of 30 dogs at her clinic. She examined the paws of 20 cats. What is the total number of paws Dr. Newman examined last week?

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14. Nick made this multiplication model. Complete the equation that represents the multiplication model.



\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

# Multiply Multiples of 10 by 1-Digit Numbers

Florida's B.E.S.T.

- Number Sense & Operations 3.NSO.2.3
- Mathematical Thinking & Reasoning MTR.4.1, MTR.5.1, MTR.6.1

**I Can** use different strategies to multiply multiples of 10 by 1-digit numbers.



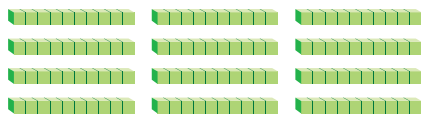
## UNLOCK the Problem Real World

The community center offers 4 dance classes. If 30 students sign up for each class, how many students sign up for dance class?

**Activity** Use base-ten blocks to model  $4 \times 30$ .

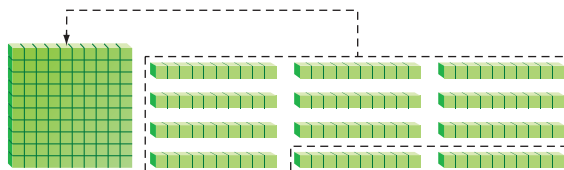
**Materials** ■ base-ten blocks

**STEP 1** Model 4 groups of 30.



So, \_\_\_\_\_ students sign up for dance class.

**STEP 2** Combine the tens. Regroup 12 tens as 1 hundred 2 tens.



$$4 \times 30 = \underline{\quad}$$

- How many equal groups are there? \_\_\_\_\_
- How many are in each group? \_\_\_\_\_

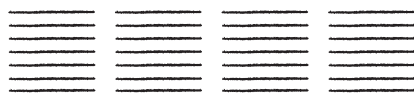
### Math Idea

If one factor is a multiple of 10, then the product will also be a multiple of 10.

**Try This!** Find  $7 \times 40$ .

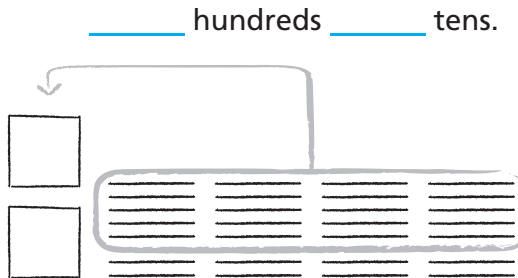
Use a quick picture to record your model. Draw a stick for each ten. Draw a square for each hundred.

**STEP 1** Model \_\_\_\_\_ groups of \_\_\_\_\_.



$$\text{So, } 7 \times 40 = \underline{\quad}.$$

**STEP 2** Combine the tens. Regroup 28 tens as \_\_\_\_\_ hundreds \_\_\_\_\_ tens.




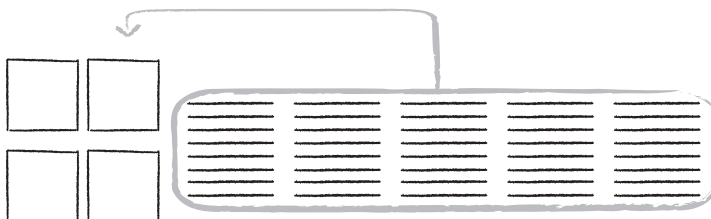
**Math Talk**

**MTR 4.1** Engage in discussions on mathematical thinking.

Why will the product  $7 \times 40$  be the same as  $4 \times 70$ ?

## Example Use place value and regrouping.

Find  $9 \times 50$ .

	MODEL	THINK	RECORD
<b>STEP 1</b>		Multiply the ones. $9 \times 0$ ones = _____ ones	$\begin{array}{r} 50 \\ \times 9 \\ \hline 0 \end{array}$
<b>STEP 2</b>		Multiply the tens. $9 \times 5$ tens = 45 tens Regroup the _____ tens as _____ hundreds _____ tens.	$\begin{array}{r} 50 \\ \times 9 \\ \hline 450 \end{array}$

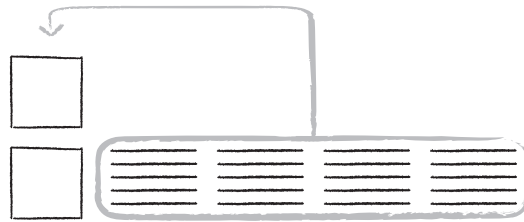
So,  $9 \times 50 =$  \_\_\_\_\_.

## Share and Show

Math Board

1. Use the quick picture to find  $5 \times 40$ .

$$5 \times 40 = \underline{\quad}$$



Find the product. Use base-ten blocks or draw a quick picture on your MathBoard.

2.  $7 \times 30 =$  \_\_\_\_\_      3. \_\_\_\_\_ =  $2 \times 90$       4.  $8 \times 40 =$  \_\_\_\_\_      5. \_\_\_\_\_ =  $4 \times 60$

Find the product.

6. 
$$\begin{array}{r} 80 \\ \times 9 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 70 \\ \times 7 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 90 \\ \times 4 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 60 \\ \times 8 \\ \hline \end{array}$$

Math Talk

**MTR 4.1** Engage in discussions on mathematical thinking.

Explain why a 1-digit number multiplied by a multiple of 10 is easily computed mentally.

**On Your Own**

Find the product. Use base-ten blocks or draw a quick picture on your MathBoard.

10.  $2 \times 70 = \underline{\quad}$

11.  $8 \times 50 = \underline{\quad}$

12.  $\underline{\quad} = 3 \times 90$

13.  $2 \times 80 = \underline{\quad}$

Find the product.

$$\begin{array}{r} 14. \quad 80 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 60 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 90 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 80 \\ \times 8 \\ \hline \end{array}$$

Find the product.

18.  $6 \times 70$

19.  $9 \times 90$

20.  $70 \times 8$

21.  $90 \times 7$

**MTR** Find the unknown factor.

22.  $a \times 80 = 480$

23.  $b \times 30 = 30$

24.  $7 \times \blacksquare = 420$

25.  $50 \times \blacktriangle = 0$

$a = \underline{\quad}$

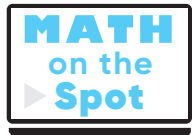
$b = \underline{\quad}$

$\blacksquare = \underline{\quad}$

$\blacktriangle = \underline{\quad}$

**Problem Solving · Applications**

26. Ava's class bought 6 packages of balloons for a school celebration. Each package had 30 balloons. If 17 balloons were left over, how many balloons were used for the party?




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27. Lori says that 30 tens can be regrouped as 3 hundreds. Is she correct? Explain why or why not.

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28. **MTR** Each member of a book club reads 5 books. How many members together read 50 books? How many members together read 100 books? Explain how you found your answer.

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29. Frank has a 2-digit number on his baseball uniform. The number is the product of 3 multiplied by a multiple of 10. What three numbers could Frank have on his uniform?

a. What do you need to find?

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b. What information do you need to use?

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c. How can you solve the problem?

d. Complete each sentence.

Frank has a \_\_\_\_\_ on his uniform.

The number is a multiple of \_\_\_\_\_ multiplied by \_\_\_\_\_.

Frank could have \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ on his uniform.



30. Baker Farm grows and sells carrots to local grocery stores. The stores bundle the carrots to sell. Which grocery store bought the greatest number of carrots from Baker Farm? How many carrots did the store buy?

Grocery Store	Number of Carrots in 1 Bundle	Number of Bundles Bought
Buy More Foods	6	90
Lower Price Foods	8	60
Yummy Foods	7	80
Healthy Foods	9	70

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Name \_\_\_\_\_

# Multiply Multiples of 100 by 1-Digit Numbers

Florida's B.E.S.T.

- Number Sense & Operations 3.NSO.2.3
- Mathematical Thinking & Reasoning MTR.1.1, MTR.4.1, MTR.5.1, MTR.6.1

**I Can** use place-value strategies to multiply multiples of 100 by 1-digit numbers.



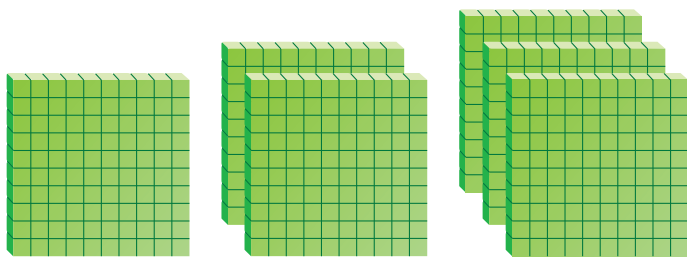
## UNLOCK the Problem **Real World**

Each auditorium at a movie theater holds 200 people. If there are 6 auditoriums, how many people does the theater hold?

**Activity** Use a model.

**Materials** ■ base-ten blocks

Model the first nine multiples of 100.  
The first three are shown.



$$1 \times 100$$

100

$$2 \times 100$$

200

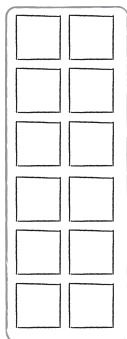
$$3 \times 100$$

300

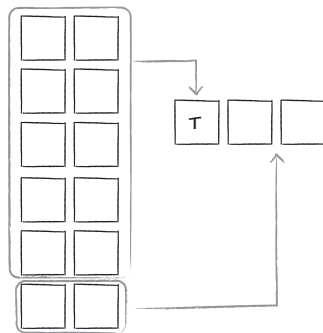
What are the first nine multiples of 100? \_\_\_\_\_

**One Way** Use a visual model to find  $6 \times 200$ . Draw a quick picture of your visual model.

**STEP 1** Model 6 rows of 200.  
Combine the hundreds.



**STEP 2** Regroup 12 hundreds as  
1 thousand 2 hundreds.



$$6 \times 200 = 1,200$$

### Math Idea

When you multiply 100 with another whole number, the product will be a multiple of 100.

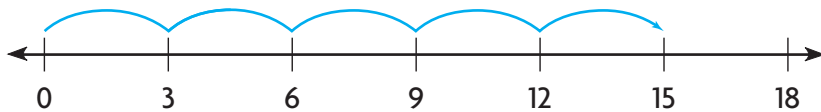
## Other Ways

### A Use a number line.

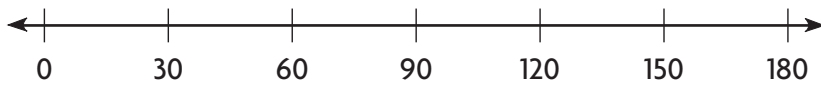
An online retail store sells 300 pairs of basketball shoes each month. How many pairs of shoes will the store sell in 5 months?

Find  $5 \times 300$ .

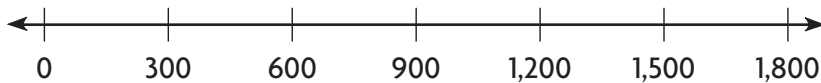
Multiplication can be thought of as repeated addition. Draw jumps to show the product.



$$5 \times 3 = 15 \quad \leftarrow \text{basic fact}$$



$$5 \times 30 = 150$$



$$5 \times 300 = 1,500$$

So, the online store sells \_\_\_\_\_ pairs of basketball shoes in 5 months.

### B Use patterns and mental math.

Basic fact

$$4 \times 7 = 28 \quad \leftarrow \text{basic fact}$$

$$4 \times 70 = 280$$

$$4 \times 700 = \underline{\hspace{2cm}}$$

Basic fact with a zero

$$6 \times 5 = 30 \quad \leftarrow \text{basic fact}$$

$$6 \times 50 = 300$$

$$6 \times 500 = \underline{\hspace{2cm}}$$



- WRITE** *Math* How does the number of zeros in the product of 6 and 500 compare to the number of zeros in the factors? Explain.

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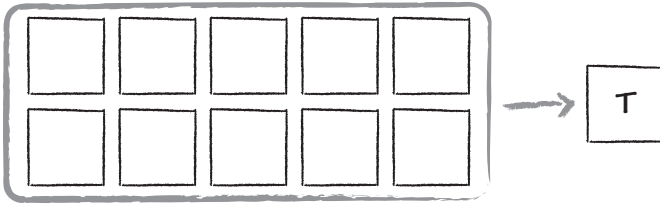
**MTR 4.1** Engage in discussions on mathematical thinking.

Describe how the number of zeros in the factors and products change in Example B.

# Share and Show



1. Use the drawing to find  $2 \times 500$ .



$2 \times 500 =$  \_\_\_\_\_



**MTR 5.1** Use patterns and structure.

Explain how to use a basic fact and a pattern to find  $9 \times 800$  on a number line.

Draw a quick picture or a number line to find the product.

2.  $3 \times 400 =$  \_\_\_\_\_

3.  $4 \times 600 =$  \_\_\_\_\_

Use mental math to complete the pattern.

4.  $2 \times 8 = 16$

5.  $6 \times 3 = 18$

6.  $4 \times 5 =$  \_\_\_\_\_

$2 \times 80 =$  \_\_\_\_\_

$6 \times 30 =$  \_\_\_\_\_

$4 \times 50 =$  \_\_\_\_\_

$2 \times 800 =$  \_\_\_\_\_

$6 \times 300 =$  \_\_\_\_\_

$4 \times 500 =$  \_\_\_\_\_

## On Your Own

Use mental math to complete the pattern.

7.  $7 \times 5 = 35$

8.  $6 \times 9 = 54$

9.  $5 \times 8 =$  \_\_\_\_\_

$7 \times 50 =$  \_\_\_\_\_

$6 \times$  \_\_\_\_\_  $= 540$

$5 \times 80 =$  \_\_\_\_\_

$7 \times 500 =$  \_\_\_\_\_

$6 \times 900 =$  \_\_\_\_\_

$5 \times$  \_\_\_\_\_  $= 4,000$

Find the unknown factor.

10. \_\_\_\_\_  $\times 900 = 6,300$

11.  $7 \times$  \_\_\_\_\_  $= 5,600$

12.  $8 \times$  \_\_\_\_\_  $= 3,200$

13. Sunshine's Beach Hut rents beach umbrellas. The store rented 400 umbrellas in June and 500 umbrellas in July. If each umbrella rents for \$7 per day, how much did they make on the rentals?



- (A) \$2,800      (C) \$6,300
- (B) \$3,500      (D) \$7,900

a. What do you need to know?

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b. What operations do you need to use?

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c. Show the steps you use to solve the problem.

d. Complete the sentences.

For June, \_\_\_\_\_ beach umbrellas were rented for \$ \_\_\_\_\_.

For July, \_\_\_\_\_ beach umbrellas were rented for \$ \_\_\_\_\_.

Sunshine's Beach Hut made \_\_\_\_\_ renting beach umbrellas in June and July.

14. Carmen saves \$300 each month. How much has she saved after 7 months?

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15. Hamisi sells bicycles for \$200. If she sells 9 of them, how much money will she have earned?

---

Name \_\_\_\_\_

# Use the Distributive Property to Multiply a 2-Digit Number and a 1-Digit Number

Florida's B.E.S.T.

- Algebraic Reasoning 3.AR.1.1
- Mathematical Thinking & Reasoning MTR.3.1, MTR.5.1, MTR.7.1

**I Can** apply the Distributive Property to multiply a 2-digit number and a 1-digit number.



## UNLOCK the Problem Real World

For a field trip to the science center, there are 4 buses from Maddie's school with 16 students on each bus. How many students are going on the field trip?

$$4 \times 16 = \square$$

**One Way** Make an array with base-ten blocks to model the problem.

### STEP 1

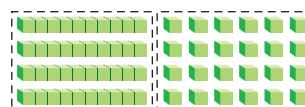
Use 1 ten 6 ones to show 16. Make 4 rows of 16 to show  $4 \times 16$ .



$$4 \times 16 = 4 \times (10 + 6)$$

### STEP 2

Combine the tens and the ones to find the product.

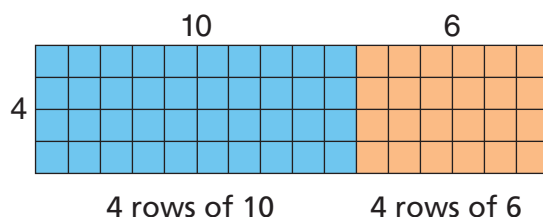


$$(4 \times 10) + (4 \times 6) =$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$4 \times 16 = \underline{\quad}$$

**Another Way** Draw an array on grid paper.



$$(4 \times \underline{\quad}) + (4 \times \underline{\quad}) =$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

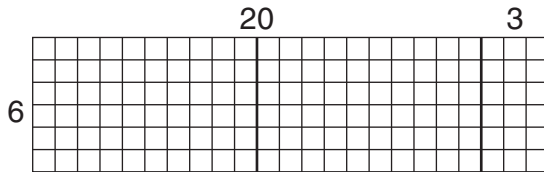
So,          students are going on the field trip.

## Record Multiplication.

You can use what you have learned about the Distributive Property to find products of 2-digit and 1-digit numbers.

$$6 \times 23 = \square \quad \text{or} \quad \begin{array}{r} 23 \\ \times 6 \\ \hline \end{array}$$

Shade the visual model to show each step.



**Math Talk**

**MTR 3.1** Complete tasks with mathematical fluency.

Explain why you record the tens first in Step 1.

**STEP 1**

$$\begin{array}{r} 23 \\ \times 6 \\ \hline \square \end{array} \quad \leftarrow \begin{array}{l} \text{Multiply the tens.} \\ 6 \times 2 \text{ tens} = \\ 12 \text{ tens} \end{array}$$

**STEP 2**

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 120 \\ \square \end{array} \quad \leftarrow \begin{array}{l} \text{Multiply the ones.} \\ 6 \times 3 \text{ ones} = \\ 18 \text{ ones} \end{array}$$

**STEP 3**

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 120 \\ + 18 \\ \hline \square \end{array} \quad \leftarrow \text{Add the partial products.}$$

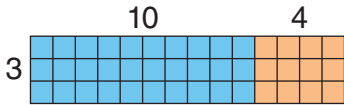
So,  $6 \times 23 = \underline{\hspace{2cm}}$ .

## Share and Show

**Math Board**

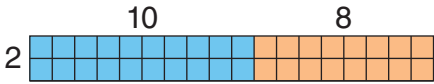
- Model  $5 \times 18$  with base-ten blocks or grid paper. Use paper and pencil to record your multiplication.

Find the product.

2. 

$$(3 \times \underline{\hspace{2cm}}) + (3 \times \underline{\hspace{2cm}}) =$$

$$3 \times 14 = \underline{\hspace{2cm}}$$

3. 

$$\begin{array}{r} 18 \\ \times 2 \\ \hline \end{array}$$

Find the product. Use base-ten blocks or draw an array to help.

4.  $24 \times 4$   
          

5.  $17 \times 3$   
          

6.  $52 \times 6$   
          

7.  $41 \times 7$

## On Your Own

Use the table for Problems 8–13.

Flowering Tree Sale		
Tree	Regular Price per Tree	Discounted Price per Tree (4 or more)
Magnolia Grandiflora	\$59	\$51
American Redbud	\$19	\$15
Zuni Crepe Myrtle	\$39	\$34
Purple Lilac	\$29	\$25

8. What is the cost of 3 Purple Lilac trees?

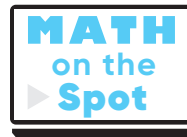
\_\_\_\_\_

9. What is the cost of 2 Magnolia Grandiflora trees and 1 American Redbud tree?

\_\_\_\_\_

10. What is the difference in cost of 3 Zuni Crepe Myrtle trees and 4 Purple Lilac trees?

\_\_\_\_\_



11. Look back at Problem 10. Write a similar problem by changing the number and type of trees. Then solve the problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. How much will you save by buying 6 American Redbud trees at the discounted price instead of at the regular price?

\_\_\_\_\_

13. **WRITE** *Math* What's the question? Mario multiplied by 4 and used the information in the table. The answer is \$204.

\_\_\_\_\_

## Show the Math

Demonstrate Your Thinking

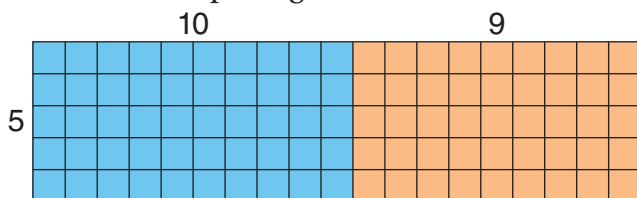
# Problem Solving · Applications

Fill in the bubble for the correct answer choice.

14. There are 26 teams in the spring baseball league. Each team needs 5 parent volunteers. How many volunteers do the teams need?

- Ⓐ 31 volunteers      Ⓒ 100 volunteers  
 Ⓑ 30 volunteers      Ⓓ 130 volunteers

15. Richmond Elementary School has 5 reading classes. Each class sends 19 students to the school spelling bee. How many students are in the school spelling bee?



- Ⓐ 24 students      Ⓒ 95 students  
 Ⓑ 45 students      Ⓓ 545 students

16. **MTR** Kyle lives 17 miles away from Main City Park. He goes to the park and then back home 3 times each week. How many miles does Kyle travel to and from Main City Park each week?

- Ⓐ 102 miles      Ⓒ 34 miles  
 Ⓑ 17 miles      Ⓓ 51 miles

17. Mr. Perry bought 6 gallons of juice for a class party. Each gallon has 16 cups. If 3 cups of juice were left over, how many cups did students drink?

- Ⓐ 48 cups      Ⓒ 93 cups  
 Ⓑ 9 cups      Ⓓ 13 cups

Name \_\_\_\_\_

## Chapter Review

1. Alejandro saves \$500 each month. How much will he have saved after 4 months?

- A \$125  
 B \$200  
 C \$2,000  
 D \$1,250

2. Select the equations that show the Distributive Property. Mark all that apply.

- A  $8 \times 20 = 8 \times (10 + 10)$   
 B  $5 \times 60 = 5 \times (20 + 40)$   
 C  $30 \times 6 = 6 \times 30$   
 D  $9 \times (4 + 3) = 9 \times 7$

3. Use mental math to complete the pattern.

$$7 \times 8 = \underline{\hspace{2cm}}$$

$$7 \times 80 = \underline{\hspace{2cm}}$$

$$7 \times 800 = \underline{\hspace{2cm}}$$

4. For Problems 4a–4d, choose True or False for each equation.

4a.  $5 \times (10 + 10 + 10) = 5 \times 30$        True       False

4b.  $20 \times 3 = (2 \times 3) + (10 \times 3)$        True       False

4c.  $6 \times 30 = 60 + 60 + 60$        True       False

4d.  $2 \times 40 = (4 \times 10) + (4 \times 2)$        True       False

5. Alya planted 30 trays of flowers. Each tray held 8 flowers. Javon planted 230 flowers. Did Alya plant more flowers than Javon, the same number of flowers as Javon, or fewer flowers than Javon?

A She planted more flowers than Javon.

B She planted the exact same number of flowers as Javon.

C She planted fewer flowers than Javon.

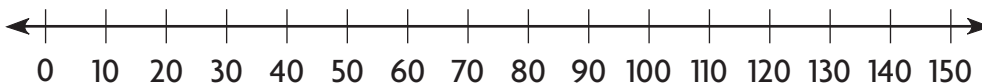
6. There are 52 cards in a deck. Show how to use the Distributive Property to find the number of cards in 9 decks.

$$9 \times 52 = (9 \times \underline{\hspace{2cm}}) + (9 \times \underline{\hspace{2cm}})$$

$$9 \times 52 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$9 \times 52 = \underline{\hspace{2cm}}$$

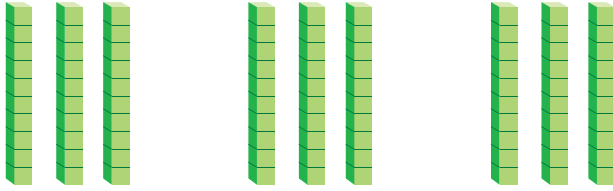
7. Each train can carry 20 cars. Use the number line to find how many cars 6 trains can carry.



                     cars

Name \_\_\_\_\_

8. Samantha made this multiplication model. Complete the equation that represents the model.



\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

9. A printer prints newsletters for many groups every month. Which group uses the greatest number of pieces of paper?

Group	Number of pieces of paper in newsletter	Number of copies of newsletter printed
Garden Ladies	5	70
Book Lovers Club	6	80
Model Train Fans	7	60
Travel Club	8	50

\_\_\_\_\_

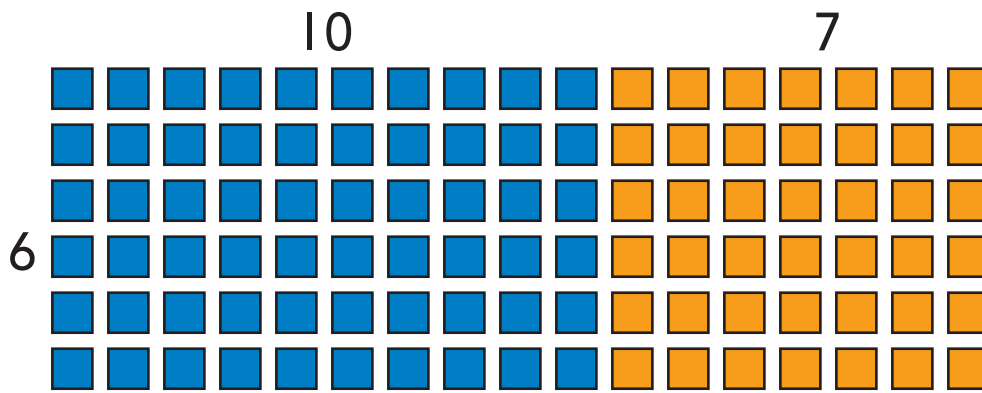
10. A store has 30 boxes of melons. Each box holds 4 bags. Each bag holds 2 melons. What is the total number of melons in the store?

\_\_\_\_\_ melons

11. There are 24 teams in the local soccer league. Each team needs 3 parent volunteers. How many volunteers do the teams need?

\_\_\_\_\_

12. Find the product  $6 \times 17$ .



$6 \times 10 =$  \_\_\_\_\_

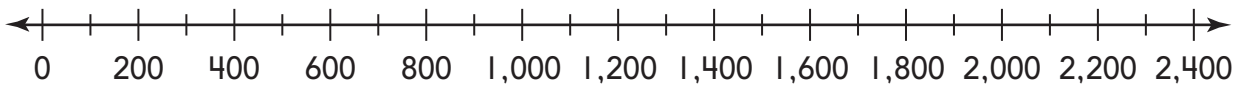
$6 \times 7 =$  \_\_\_\_\_

$6 \times 17 =$  \_\_\_\_\_

13. Draw a quick picture to find the product  $3 \times 800$ .

$3 \times 800 =$  \_\_\_\_\_

14. Every plane can hold 300 passengers. Use the number line to find how many passengers 7 planes can hold.



\_\_\_\_\_ passengers

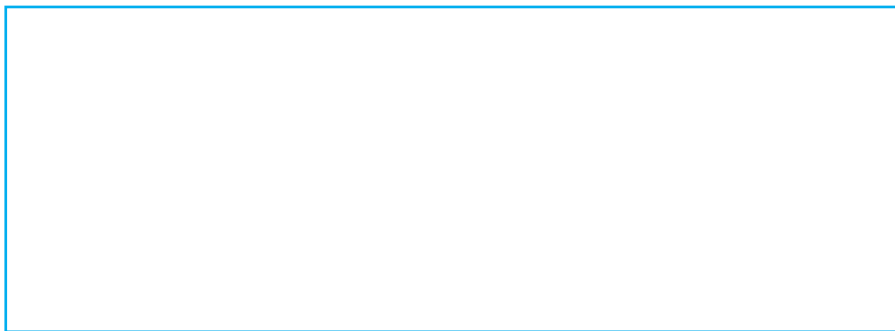
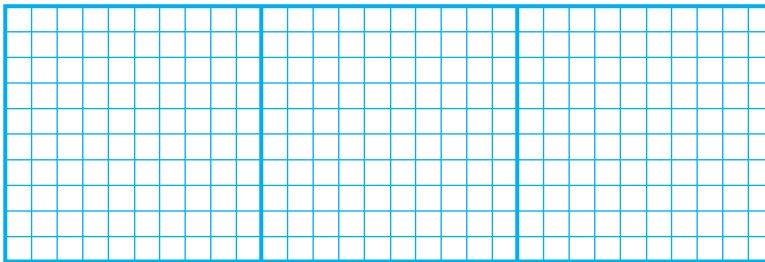
Name \_\_\_\_\_

15. Shan sees his friends for 90 minutes each day. In 7 days, how many minutes does he spend with his friends? Use place value to find out.

$$7 \times 90 = 7 \times \underline{\hspace{2cm}} \text{ tens}$$
$$= \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$$
$$\underline{\hspace{2cm}} \text{ minutes}$$

16. The bookstore has 6 shelves of books about animals. There are 30 books on each shelf. How many books about animals does the bookstore have?

Shade squares to make a diagram to show how you can use the Distributive Property to find the number of books about animals in the bookstore. Explain.



\_\_\_\_\_ animal books

17. Mercedes has 9 quarters. How many cents does she have? Show your work. (Remember: A quarter is worth 25 cents.)

18. Find the unknown factor.

\_\_\_\_\_  $\times 9 = 360$

19. Ruben is collecting cans for the recycling contest at school. He makes two plans to try to collect the most cans.

Plan A: Collect 20 cans each week for 9 weeks.

Plan B: Collect 30 cans each week for 7 weeks.

### Part A

Which plan should Ruben choose? \_\_\_\_\_

### Part B

Explain how you made your choice.

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