More Factors, More Problems

Let's solve more multiplication problems.

Warm-up

Number Talk: Tens

Find the value of each expression mentally.

- 1×10
- 2×10
- 3×10
- 4×10

Activity 1

Represent Situations with Equations

For each problem:

- Write a multiplication equation with a symbol for the unknown to represent the situation.
- Find the number that makes the equation true. Show your reasoning.

1. There are 15 bottles of paint. Han placed 5 bottles of paint on each table. How many tables have paint on them?
   a. equation:
   b. solution:

2. Lin's class has 6 tables. Each table has 2 bags of clay. How many bags of clay does the class have?
   a. equation:
   b. solution:

3. Han's class has 60 markers. There are 10 markers in a pack. How many packs of markers does the class have?
   a. equation:
   b. solution:

Activity 2

Multiplication Mashup

Solve each problem. Explain or show your reasoning.

1. Clare has 16 socks. She puts them in piles of 2. How many piles can she make?

2. Diego has 8 piles of socks. Each pile has 2 socks. How many socks does Diego have?

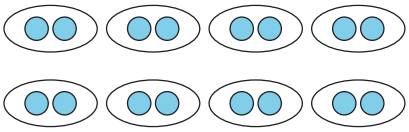
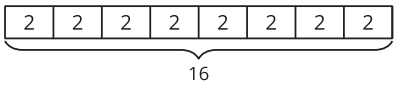
3. Andre has 16 socks. He puts them in 8 groups that are the same size. How many socks are in each group?

4. A store has 9 boxes. Each box has 5 shirts. How many shirts are there?

5. There are 80 sweaters in piles on a shelf. Each pile has 8 sweaters. How many piles of sweaters are on the shelf?

Section B Summary

We learned about equal groups. We created drawings and diagrams to represent situations that involve equal groups.

Situation	Drawing	Diagram
Diego has 8 piles of socks. Each pile has 2 socks.		

We wrote multiplication **expressions** and **equations** to represent equal groups.

Expression	Equation
8×2	$8 \times 2 = 16$

We learned that the numbers that are multiplied are called **factors** and the number that is the result of multiplying is called a **product**. In the equation $8 \times 2 = 16$, the numbers 8 and 2 are the factors and 16 is the product.