

Name \_\_\_\_\_

**Chapter**  
**9**

## **Multiples and Problem Solving**

Dear Family,

In this chapter, your student is learning about multiples and problem solving. The lessons address how to multiply by multiples of 10, as well as strategies for solving two-step word problems involving different operations.

You and your student can practice multiplying by multiples of 10 and solving two-step word problems at your next concert or sporting event!

- At your next concert or sporting event, ask your student to count how many seats are in a single row. If the number is not a multiple of 10, ask your student to round the number to the nearest ten. Then, ask your student, "How many seats are in 6 rows of [number of seats]?" Have them write down the equation on a piece of paper. Encourage them to use a number line to skip count by the multiple of 10 to find their answer.
- Challenge your student to find a row with a different number of seats. Ask, "How many seats are in [x] rows of [number of seats]?" Then, encourage them to use place value or properties (Associative Property of Multiplication or Distributive Property) to solve the problem.
- Once your student is comfortable multiplying by multiples of 10, begin to ask them two-step problems. Start with a two-step multiplication and division problem. Remind your student to write equations to solve the problem and to use letters to represent the unknown numbers. An example question: "I saved \$5 each week for 8 weeks ( $s = 5 \times 8$ ). I spent all of the money on 4 tickets to this event ( $t = 40 \div 4$ ). How much did each ticket cost?"
- Next, challenge your student to answer two-step problems involving different operations. Remind your student they can write one equation with two operations to solve the problem. Make sure your student remembers they must first multiply or divide as they read their equation from left to right. Then, they add or subtract as they read their equation from left to right. An example question: "We bought 3 tickets to this event. Each ticket cost \$9. We spent \$12 at this event on parking. How much money did we spend in all at this event?"

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other contexts in which they multiply by multiples of 10, such as figuring out how much money is in a wallet (for example, 5 bills  $\times$  \$20).

Have a great time at your next family outing!