

Student 1

Name

Date 10-17-14 Class Math per. 2

Prime Time

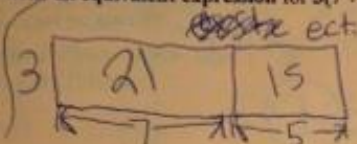
### Post-Assessment

② You are almost there!

1. Use the distributive property to write an equivalent expression for  $3(7 + 5)$ :

$3(7) + 3(5)$

yes!  
good distributing.



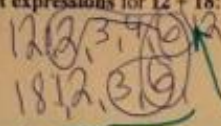
$21 + 15 = 36$

← here it looks like

2. Use the distributive property to write two equivalent expressions for  $12 + 18$ :

$12 + 18 = 30$

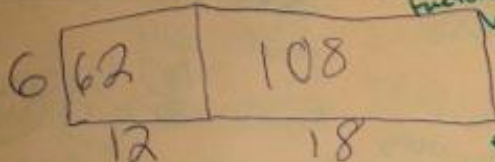
close, this is what you want  
Defend your answer with evidence using rectangles:  
 $6 \times 2 = 12$   
 $6 \times 3 = 18$   
 $6 \times 5 = 30$



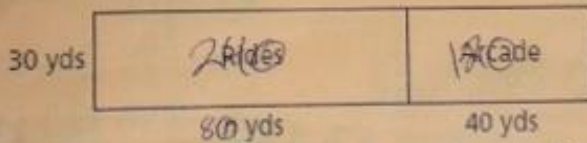
good, finding common factors, Now how does this relate to the rectangles and to the expressions.

You see that 21 and 15 are the areas of the rectangles. Now if you realized that 12 and 18 should be the areas of the rectangles, would you be able to write the equivalent expressions?

good try



3. Level 4: The owners of an amusement park want to add more rides and an arcade in an open field. Below is a sketch of their plan. The owners do not know all of the measurements of the field.



Write two expressions for the area of the whole field. keep n as n. It looks like you probably estimated here, which is a great strategy, but in this type of problem you just leave n as a letter.

here it looks like you are distributing well!  
 $30(80 + 40) = 30(80) + 30(40)$   
 $2400 + 1200 = 3600 \text{ yds}$

Name

Student 2

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Date 10-17-14 Class 2

Prime Time

## Post-Assessment

2.5

1. Use the distributive property to write an equivalent expression for  $3(7+5)$ :

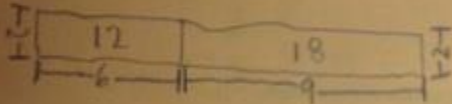


$$21 + 15 = 36$$

$$3(7) + 3(5) = 36$$

great,  
clear  
organization.

2. Use the distributive property to write two equivalent expressions for  $12+18$ :



$$12 + 18 = 30$$

$$2(6) + 2(9) = 30$$

Defend your answer with evidence using rectangles:



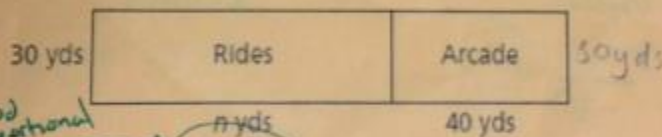
$$12 + 18 = 30$$

$$2(6) + 2(9) = 30$$

how could you use the distributive property to write this in another way... as a product?

Really good job writing out your work clearly and defending your expressions with rectangles.

3. Level 4: The owners of an amusement park want to add more rides and an arcade in an open field. Below is a sketch of their plan. The owners do not know all of the measurements of the field.



Write two expressions for the area of the whole field.

$$30(90) + 30(40) = 310$$

$$270 + 40 = 310$$

nice try!  
close.

If  $n=90$ , this would be true and it looks like good estimating but for this type of problem you need to just keep  $n$  as  $n$ .

Good proportional reasoning well be doing just like this soon!

Name

Student 3

Date

10/17/14

Class

2

Prime Time

Post-Assessment

1.5

1. Use the distributive property to write an equivalent expression for  $3(7+5)$ :

These are equivalent expressions!

$$\begin{cases} 1. 3 \times 12 = 36 \\ 2. 3(7+5) = 36 \end{cases}$$

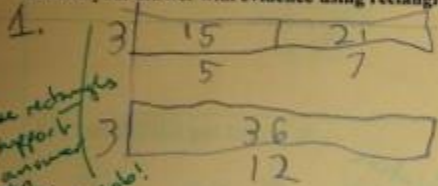
Good start, if you distribute 3 to both 7 and 5 you can rewrite it as an equivalent expression.

2. Use the distributive property to write two equivalent expressions for  $12+18$ :

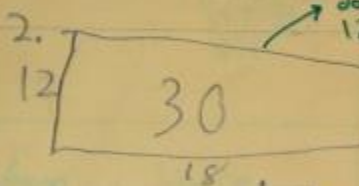
$$\begin{cases} 1. 12+18=30 \\ 2. 10(3)=30 \end{cases}$$

you missed some things so this was probably not an equivalent expression, but need to also use the distributive property.

Defend your answer with evidence using rectangles:



do these rectangles support your answer to #1, nice job!



does  $12 \times 18 = 30$ ? try to remember what the 12 and 18 represent in the rectangle

3. Level 4: The owners of an amusement park want to add more rides and an arcade in an open field. Below is a sketch of their plan. The owners do not know all of the measurements of the field.



Write two expressions for the area of the whole field.

$$\begin{cases} 30(n+40) = 3,300 \\ 100(3) = 3,300 \end{cases}$$

good job estimating, but in this problem it actually means that you keep n as n when writing the equivalent expressions.