

Buying Giant Gumballs

Mr. Green sells giant gumballs for 20¢ each. He decided to use a table and graph to show the cost of the giant gumballs.



1. Complete Mr. Green's Cost of Gumballs table.

Cost of Gumballs

G Number of Gumballs	C Cents
1	
3	
5	
	140
9	


2. What patterns do you see in the data table?

3. Make a point graph of your data. Use the Cost of Gumballs graph.

- A.** Finish numbering the axes.
- B.** Label the axes.

Is your graph easy to read?
Did you . . .

- write neatly?
- number the lines, not the spaces?
- use a ruler to connect the points?



4. Do the points form a pattern? If so, describe the pattern.

5. Can you use a ruler to draw a line through the points? Try it.

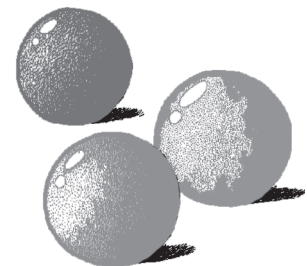
Solve Questions 6–9 in two ways. First use your graph, showing your work with dotted lines. Then solve the problem another way to check your answer. Try to use the data table at least once. Show or tell how you found your answers. Write a number sentence and remember to include labels.

- 6.** How much will 4 gumballs cost?

- 7.** How many gumballs can you buy with \$1.20? (Remember: \$1.20 = 120¢)

- 8.** How much will 10 gumballs cost?

- 9.** How many gumballs can you buy for \$1.60?



Show or tell how you solve the problems in Questions 10–12. Remember to include a number sentence.

- 10.** How many gumballs can you buy with \$1.50?

- 11.** How much will 12 gumballs cost?

- 12.** How much will 24 gumballs cost?

- 13.** Look at your solutions to Questions 7, 9 and 10. Choose one and show another way to solve it.

Buying Giant Gumballs Feedback Box	Expectation	Check In	Comments
Identify and extend multiplicative patterns in tables and graphs [Q# 10–13]	E1		
Represent multiplicative patterns in tables and graphs. [Q# 1–4]	E2		
Use mental math strategies to multiply and divide (e.g., reasoning from known facts, repeated addition and subtraction). [Q# 1, 6–13]	E3		
Use number sentences, tables, and graphs to represent solution strategies for multiplication problems. [Q# 6–13]	E4		
Use number sentences, tables, and graphs to represent solution strategies for division problems including interpreting remainders. [Q# 7, 9–10]	E5		
Make a point graph. [Q# 3–5]	E6		
Read a table or a point graph. [Q# 6–9]	E7		

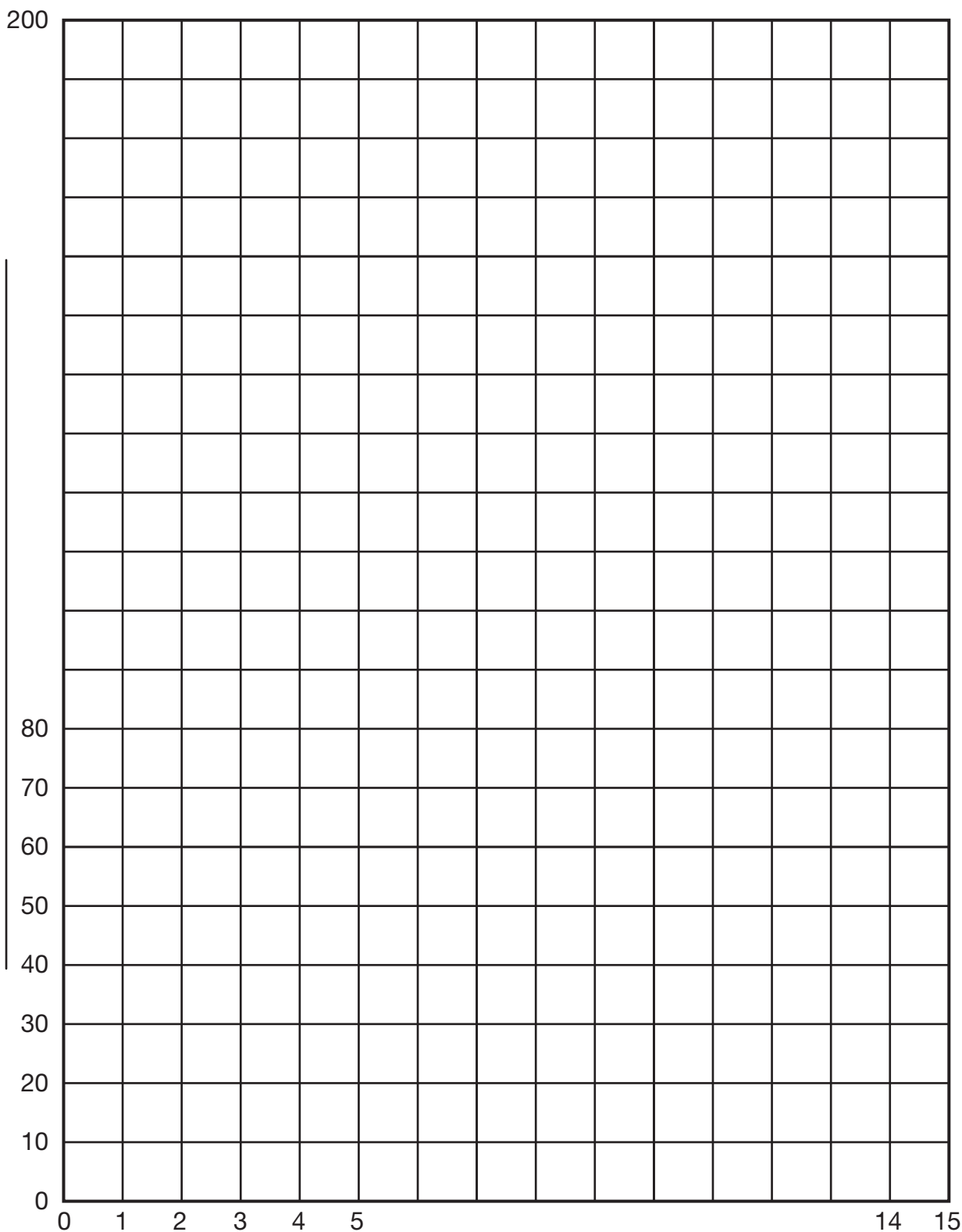
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Name _____ Date _____

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	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 6–13]				
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 6–9]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 6–13]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 6–13]				

Cost of Gumballs



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