1. Use the chart to complete the equations. Then solve. The first one has been done for you.

   | tens | ones |
   --- | --- |
   1. |   |   |
   2. |   |   |
   3. |   |   |
   4. |   |   |

   a) \((2 \times 4) \times 10\)
   
   \((8 \text{ ones}) \times 10\)
   
   \(= 80\)

   b) \(2 \times (4 \times 10)\)
   
   \(= 2 \times (4 \text{ tens})\)
   
   \(= 80\)

   c) \((3 \times 5) \times 10\)
   
   \((15 \text{ ones}) \times 10\)
   
   \(= 150\)

   d) \(3 \times (5 \times 10)\)
   
   \(= 3 \times (5 \text{ tens})\)
   
   \(= 150\)
2. Place ( ) in the equations to find the related fact. Then solve. The first one has been done for you.

\[
\begin{align*}
2 \times 20 &= 2 \times (2 \times 10) \\
&= (2 \times 2) \times 10 \\
&= \underline{4} \times 10 \\
&= \underline{40} \\

2 \times 30 &= 2 \times (3 \times 10) \\
&= (2 \times 3) \times 10 \\
&= \underline{6} \times 10 \\
&= \underline{60}
\end{align*}
\]

\[
\begin{align*}
3 \times 30 &= 3 \times (3 \times 10) \\
&= (3 \times 3) \times 10 \\
&= \underline{9} \times 10 \\
&= \underline{90} \\

2 \times 50 &= 2 \times 5 \times 10 \\
&= (2 \times 5) \times 10 \\
&= \underline{10} \times 10 \\
&= \underline{100}
\end{align*}
\]

3. Gabriella solves \(20 \times 4\) by thinking about \(10 \times 8\). Explain her strategy.

\[
20 \times 4 = (10 \times 2) \times 4 \\
= 10 \times (2 \times 4) \\
= 10 \times 8 \\
= 80
\]

Gabriella breaks the \(20 \times 4\) into \(10 \times 2 \times 4\). Then she moves the ( ) over to \(2 \times 4\). This makes the problem easier to solve. Instead of thinking of the problem as \(20 \times 4\), she can solve by thinking of an easier fact, \(10 \times 8\).