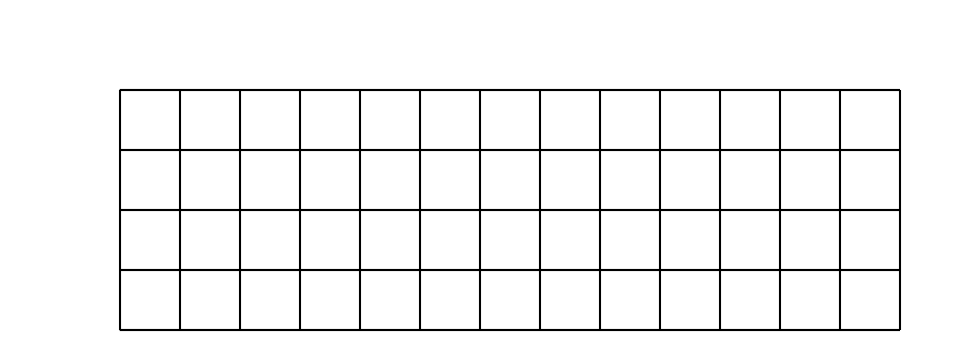
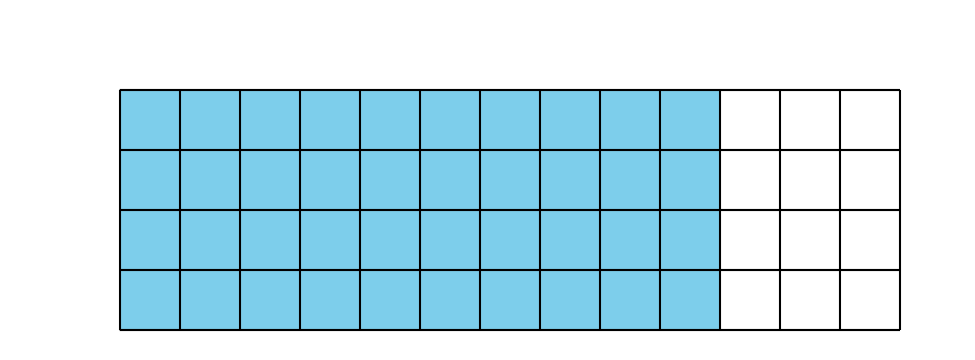
## Unit 6 Lesson 6: Multiply Two-digit Numbers and One-digit Numbers

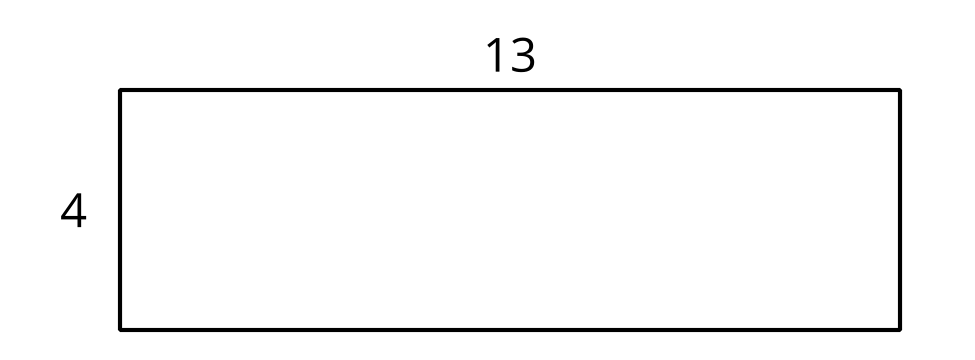
### WU Notice and Wonder: With and Without a Grid (Warm up)

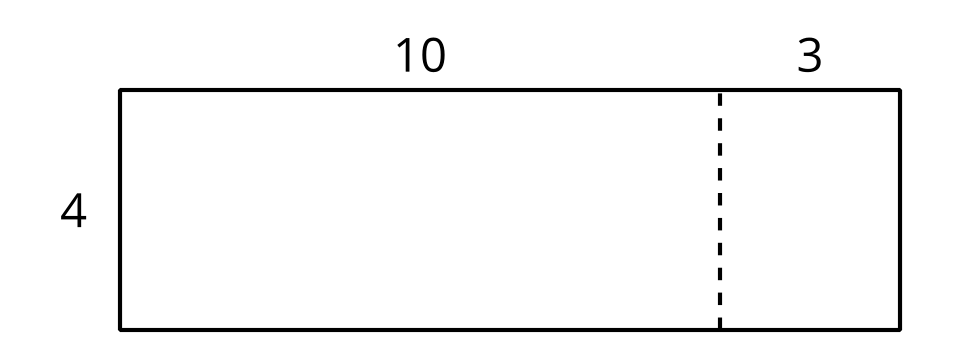
#### Student Task Statement

What do you notice? What do you wonder?





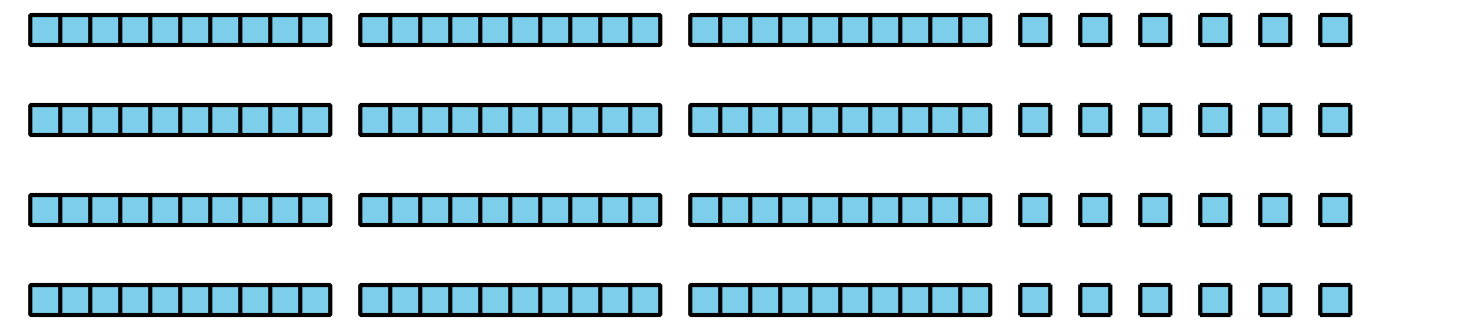




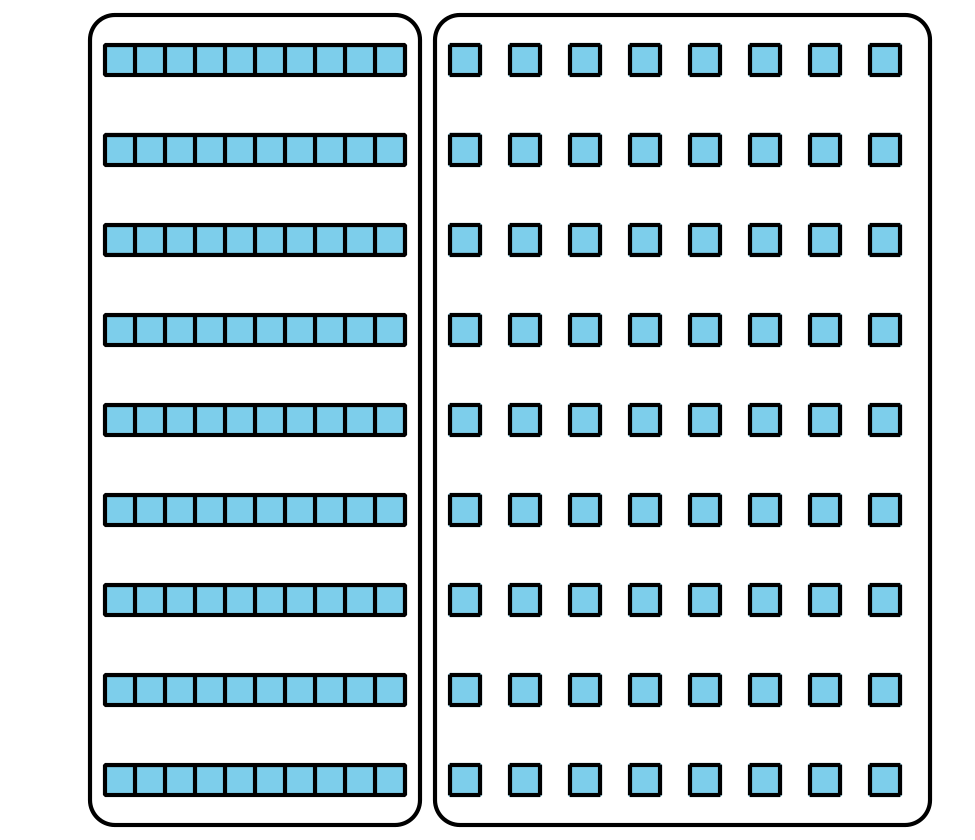
### 1 Tyler's Diagrams

#### Student Task Statement

1. To find the value of , Tyler uses a base-ten diagram, as shown here.

* 
  1. Where is the 36 in Tyler's diagram?
  2. Where is the 4 in Tyler’s diagram?
  3. What is the value of ?

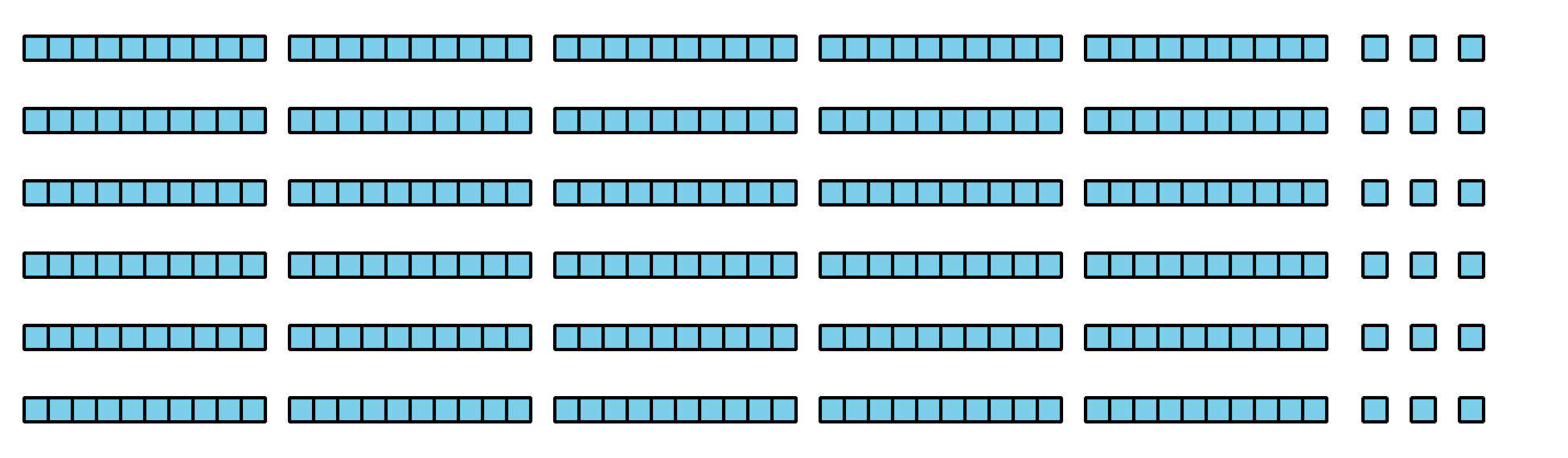
1. Here is a diagram Tyler made to find the value of .

* Explain or show how his diagram helps him find the value of .
* 

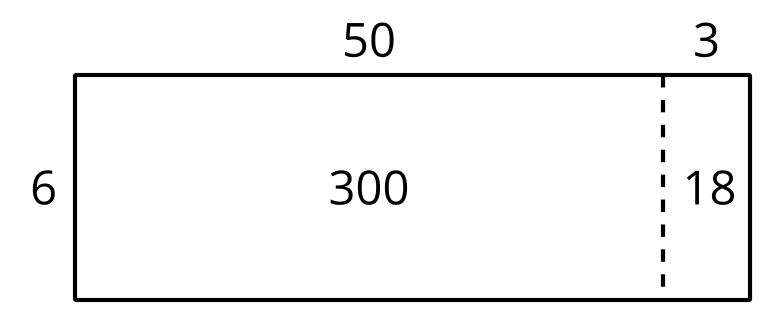
### 2 Two Kinds of Diagrams

#### Student Task Statement

1. Priya drew a base-ten diagram to multiply . She said it shows that the product can be found by adding 300 and 18.

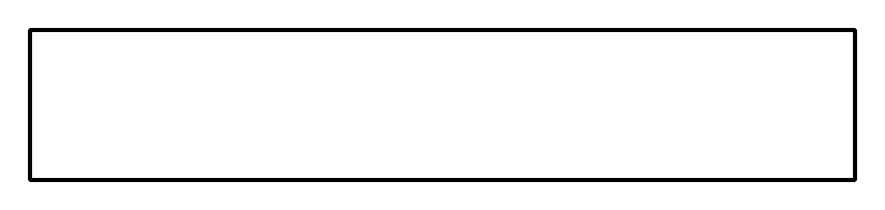
* 
  1. Where do you see 6 and 53 in her diagram?
  2. Where do you see 300 and 18 in Priya’s diagram? What do they represent?

1. Han drew this diagram to multiply :

* 
* Where do you see 300 and 18 in his diagram? What do they represent?

1. Which diagram do you prefer for multiplying : Han’s way or Priya’s way? Explain your reasoning.
2. Find the value of .
3. Draw a diagram to represent each multiplication expression. Then, find the value of each product.

#### Images for Activity Synthesis





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