



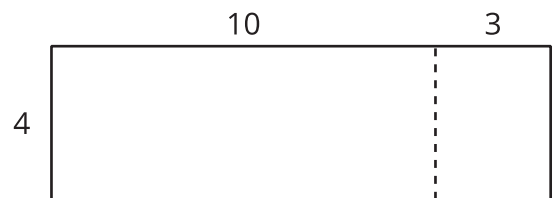
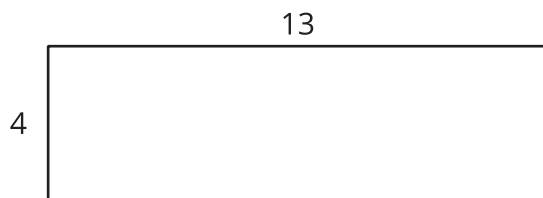
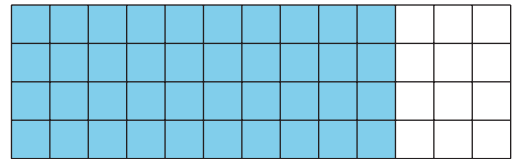
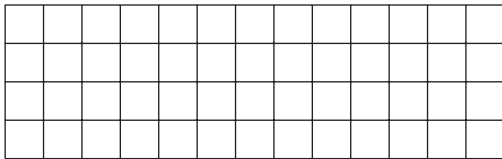
# Multiply Two-Digit Numbers and One-Digit Numbers

Let's multiply two-digit and one-digit numbers.

Warm-up

## Notice and Wonder: With and Without a Grid

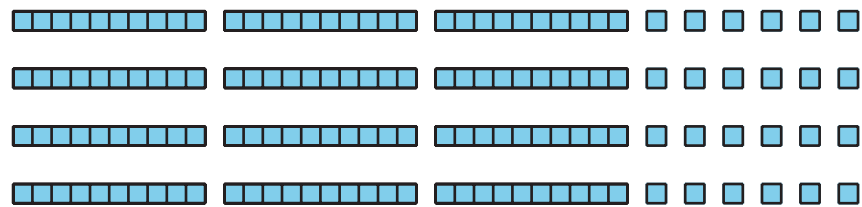
What do you notice? What do you wonder?



# Activity 1

## Tyler's Diagrams

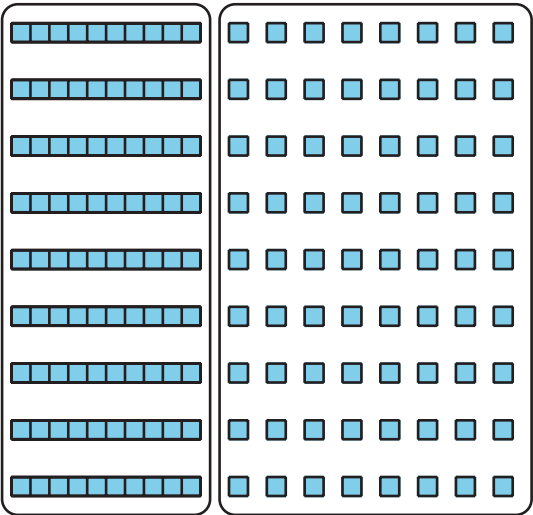
1. Tyler uses this base-ten diagram to find the value of  $4 \times 36$ .



- a. Where is the 36 in Tyler's diagram?
- b. Where is the 4 in his diagram?
- c. What is the value of  $4 \times 36$ ?

2. Tyler makes a diagram to find the value of  $9 \times 18$ .

Explain or show how his diagram helps him find the value of  $9 \times 18$ .



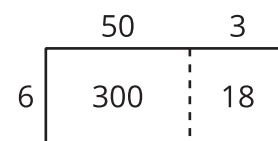
## Activity 2

### Two Kinds of Diagrams

1. Priya draws a base-ten diagram to multiply  $6 \times 53$ . She says it shows that the product can be found by adding 300 and 18.



- a. Where do you see 6 and 53 in Priya's diagram?
- b. Where do you see 300 and 18 in her diagram? What do they represent?
2. Han draws this diagram to multiply  $6 \times 53$ :



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

3. Which diagram do you prefer for multiplying  $6 \times 53$ : Han's way or Priya's way? Explain your reasoning.

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4. Find the value of  $6 \times 53$ .

5. Draw a diagram to represent each multiplication expression. Then find the value of each product.

a.  $6 \times 48$

b.  $9 \times 67$

