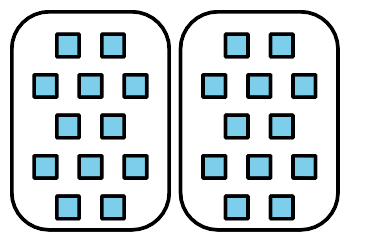
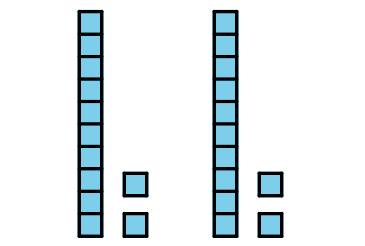
## Unit 4 Lesson 14: Ways to Represent Multiplication of Teen Numbers

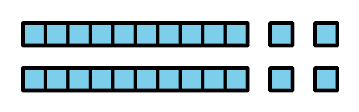
### Notice and Wonder: Seeing Groups (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?



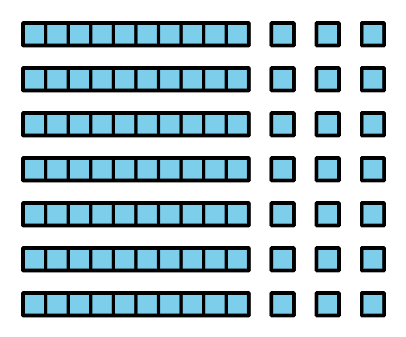




### 1 A Factor Greater than Ten

#### Student Task Statement

1. Tyler says he can use base-ten blocks to find the value of because he knows and . He says this diagram proves his thinking.

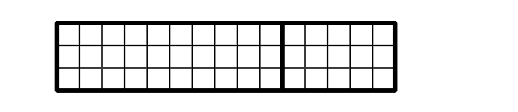
* Do you agree or disagree? Explain your reasoning.
* 

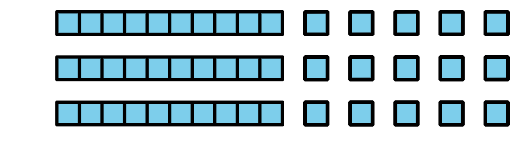
1. Use Tyler’s method to find the value of  . Explain or show your reasoning.

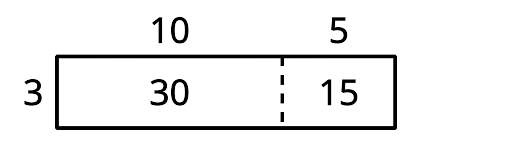
### 2 Ways to Represent

#### Student Task Statement

Andre, Clare, and Diego represented the same expression. Their representations are shown below.

Andre

Clare

Diego

1. Where do you see the factors in each diagram?
2. Where do you see the product in each diagram?



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