## Unit 4 Lesson 16: Multiply Numbers Larger than 20

### Number Talk: Seven Times Some Numbers (Warm up)

#### Student Task Statement

Find the value of each expression mentally.

### 1 , Represented

#### Student Task Statement

1. Here is how Clare and Andre represented  .
* Clare
* Andre
	1. How does each diagram show ?
	2. How could we use Clare’s diagram to find the value of ?
	3. How could we use Andre’s diagram to find the value of ?
1. Diego tried different ways to partition or split a diagram to help him find the value of .
* A
* B
* C
* D
	1. What do you notice about the numbers in his diagrams?
	2. Which diagram would you use to find the value of ? Explain your reasoning.
1. Find the value of . Show your thinking using diagrams, symbols, or other representations.

### 2 Some Fine Products

#### Student Task Statement

1. To find the value of , Mai started by writing this equation:
* Describe or show what Mai would do to finish finding the value of .
1. Find the value of each product. Show your reasoning.

### 3 Play Close to 100, Multiplication (Optional)

#### Student Task Statement

Play Close to 100, Multiplication with a partner.

1. Place the cards face down.
2. Each player draws 4 cards.
3. Each player chooses 2 cards to complete the expression to make a value as close to 100 as possible. Write the 2 digits and the product.
4. Player closest to 100 wins.
5. Play 5 rounds. Player who wins the most rounds wins.

Game 1

Round 1

Round 2

Round 3

Round 4

Round 5

Game 2

Round 1

Round 2

Round 3

Round 4

Round 5





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