## 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 $4×36$, 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 $4×36$?
1. Here is a diagram Tyler made to find the value of $9×18$.
* Explain or show how his diagram helps him find the value of $9×18$.
* 

### 2 Two Kinds of Diagrams

#### Student Task Statement

1. Priya drew a base-ten diagram to multiply $6×53$. 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 $6×53$:
* 
* Where do you see 300 and 18 in his diagram? What do they represent?
1. Which diagram do you prefer for multiplying $6×53$: Han’s way or Priya’s way? Explain your reasoning.
2. Find the value of $6×53$.
3. Draw a diagram to represent each multiplication expression. Then, find the value of each product.
	1. $6×48$
	2. $9×67$

#### Images for Activity Synthesis





© CC BY 2021 Illustrative Mathematics®