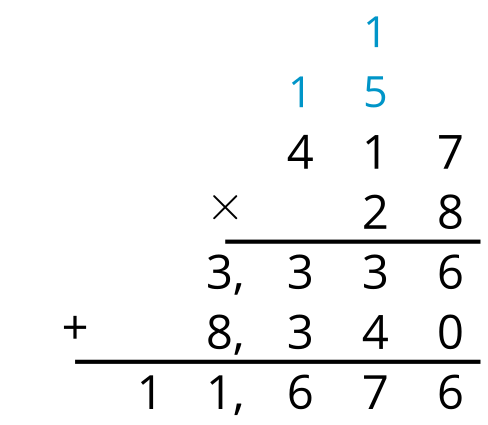
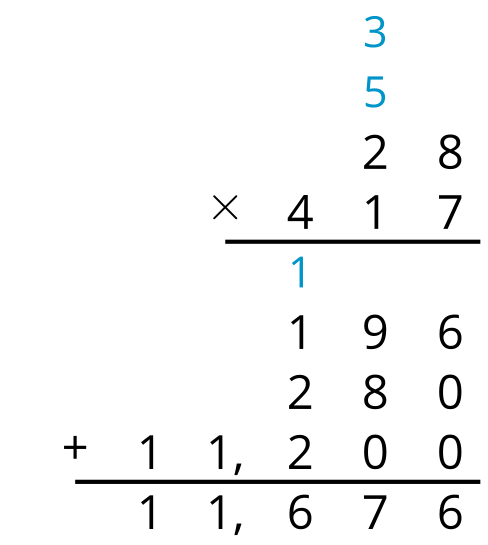
## Unit 4 Lesson 7: Build Multiplication Fluency

### WU Notice and Wonder: Same Solution (Warm up)

#### Student Task Statement

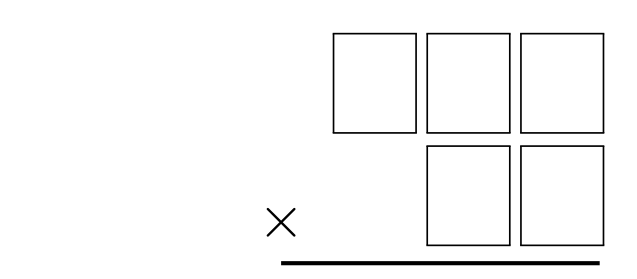
What do you notice? What do you wonder?





### 1 Greatest Product

#### Student Task Statement



Directions:

* Partner A chooses a number card and writes the number in one of the blanks for Round 1.
* Partner B does the same.
* Repeat until each partner has a two-digit by three-digit multiplication problem.
* Find the product.
* The partner with the greater product wins a point.
* The partner with the most points after 5 rounds wins the game.

### 2 Desperately Seeking 9 New Units (Optional)

#### Student Task Statement

Tyler notices that when he uses the standard algorithm and composes a new unit, sometimes there is 1 new unit, sometimes 2, all the way up to 8. He has not seen an example with 9 of the new unit.

1. For each of these products, how many of each new unit do you compose?
2. Do you think it is possible to compose 9 of a new unit with the standard multiplication algorithm?



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