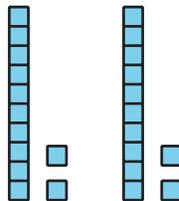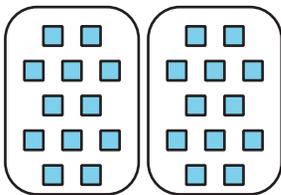# Unit 4 Lesson 14: Ways to Represent Multiplication of Teen Numbers

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

### Student Task Statement

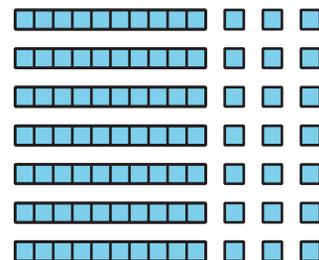What do you notice? What do you wonder?

## 1 A Factor Greater than Ten

### Student Task Statement

1. Tyler says he can use base-ten blocks to find the value of $7 \times 13$ because he knows $7 \times 10$ and $7 \times 3$. He says this diagram proves his thinking.

   Do you agree or disagree? Explain your reasoning.

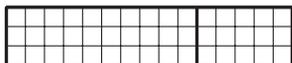2. Use Tyler's method to find the value of $3 \times 14$. Explain or show your reasoning.
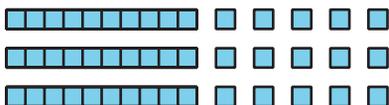
## 2 Ways to Represent

Student Task Statement

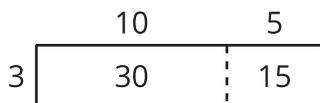Andre, Clare, and Diego represented the same expression. Their representations are shown below.

**Andre**



**Clare**



**Diego**



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