

Grade 5 Unit 4

Lesson 7

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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?

$$\begin{array}{r}
 1 \\
 15 \\
 417 \\
 \times 28 \\
 \hline
 3336 \\
 + 8340 \\
 \hline
 11676
 \end{array}$$

$$\begin{array}{r}
 3 \\
 5 \\
 28 \\
 \times 417 \\
 \hline
 1 \\
 196 \\
 280 \\
 + 11200 \\
 \hline
 11676
 \end{array}$$

1 Greatest Product

Student Task Statement

$$\begin{array}{r}
 \square \square \square \\
 \times \square \square \\
 \hline
 \end{array}$$

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?
 - a. 256×5
 - b. 587×8
 - c. 809×9
2. Do you think it is possible to compose 9 of a new unit with the standard multiplication algorithm?