PRACTICE Use anytime after Session 2.1.

Multiplying 2-Digit by 2-Digit Numbers

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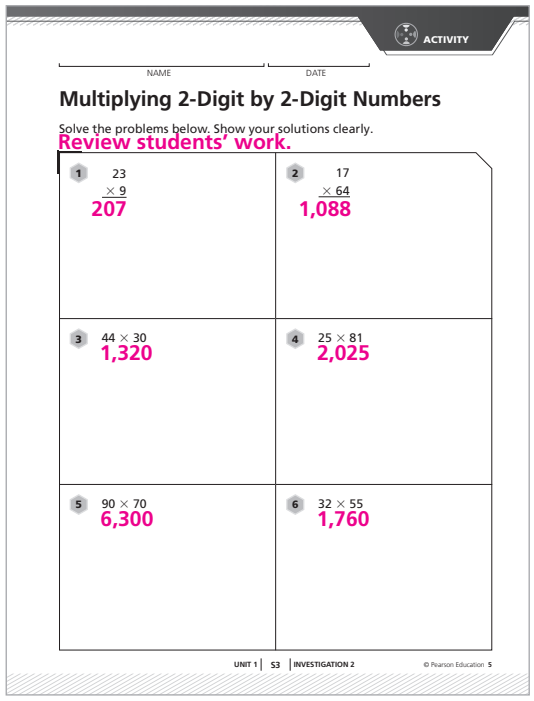
MATH FOCUS POINTS

- Solving 2-digit by 2-digit multiplication problems
- Describing and comparing strategies used to solve multiplication problems

MATERIALS: S3

RESOURCE MASTERS, S3



ACTIVITY

NAME DATE

Multiplying 2-Digit by 2-Digit Numbers

Solve the problems below. Show your solutions clearly.

Review students' work.

1. $23 \times 9 = 207$
2. $17 \times 64 = 1{,}088$
3. $44 \times 30 = 1{,}320$
4. $25 \times 81 = 2{,}025$
5. $90 \times 70 = 6{,}300$
6. $32 \times 55 = 1{,}760$

UNIT 1 | S3 | INVESTIGATION 2 © Pearson Education 5

In this activity, students continue to practice, refine, and share strategies for multiplying 2-digit by 2-digit numbers.

Display 33×25. **Solve this problem, and then compare your solution with your partner's solution. Whose solution do you think is more efficient? Why?** Call on volunteers to share what they judge to be the more efficient of the pair's two strategies and why they thought so.

STUDENTS MIGHT SAY

"I like to multiply by tens. So I multiplied by 10 three times. But [Hana] did $30 \times 25 = 750$, and that's faster!"

[Hana's] solution

$30 \times 25 = 750$

$3 \times 25 = 75$

$750 + 75 = 825$

Continue with problems such as 26×13, 31×21, and 29×22. Encourage students to try to solve the problems efficiently. Remind students that drawings can be used as a way to represent the problems. Have students share their strategies and solutions.

Distribute copies of Multiplying 2-Digit by 2-Digit Numbers (S3).

DIFFERENTIATION

ENGLISH LANGUAGE LEARNERS Provide a Sequence Students may need support when explaining the strategies they used. Provide a sequence. *First, I* _____. *Next, I* _____. *Then, I* _____. *I found that* _____. If students respond by using their first language or gestures, then restate the information using the sequence and have students repeat it. For example: **First, you [broke apart 26 into 20 and 6]. Next, you [multiplied $20 \times 13 = 260$]. Then, you [multiplied $6 \times 13 = 78$]. Then, you [added those results: $260 + 78 = 338$]. You found that [$26 \times 13 = 338$].**

ADDITIONAL RESOURCE

Math Words and Ideas Multiplication Strategies MWI