

## Title: Multiplication: A Treasure Hunt to Two and Three Digit by One Digit Multiplication

### **Brief Overview:**

This unit focuses on two and three digit by one digit multiplication. Students will be able to use what they know about place value and multiplication facts to multiply greater numbers. Students will understand this concept through the use of manipulatives, drawings, and number sentences. This unit focuses on the use of a partial product strategy to help students understand the algorithm for two and three digit by one digit multiplication. The students will use these strategies to gain clues along a treasure hunt.

### **NCTM Content Standard/National Science Education Standard:**

- Understand meanings of operations and how they relate to one another
- Understand various meanings of multiplication and division
- Understand the effects of multiplying and dividing whole numbers
- Identify and use relationships between operations, such as division is the inverse of multiplication, to solve problems
- Understand and use properties of operations, such as the distributive of multiplication over addition

### **Grade/Level:**

Grades 3 and 4

### **Duration/Length:**

Three days (60 minutes each day)

### **Student Outcomes:**

Students will:

- Represent multiplication facts using manipulatives, drawings, and number sentences.
- Multiply two and three digit by one digit numbers using manipulatives, drawings, calculators, and algorithms.
- Multiply two and three digit by one digit numbers using a partial products strategy.

### **Materials and Resources:**

- Break the Code (SR-1)
- Break the Code Answer Key (TR-1)
- Pirate Pete by Kim Kennedy, or other available pirate themed picture book
- Chart Paper
- Markers
- Spin for the Gold (SR-2)
- Groups of index cards ranging from 2-9
- Base ten blocks
- Centimeter grid paper (SR-3)
- Paper clips
- Teacher observational checklist (TR-2)
- Ship's Journal Day One (SR-4)
- Answer key for Ship's Journal Day One (TR-3)
- Place Value Pre-Assessment BCR (SR-5)
- Answer key for Place Value Pre-Assessment BCR (TR-4)
- Han Yung the Pirate's treasure problem written on chart paper or overhead
- Ziploc baggies
- Clues on index cards
- Possible list of clues (TR-5)
- E-MAC (SR-6)
- E-MAC example for teacher (TR-6)
- Calculators
- Overhead calculator (optional)
- Rolling for Gold (SR-7)
- Student Directions for Rolling for Gold (SR-8)
- 3 number cubes for every 2-4 students
- Ship's Journal Day 2 (SR-9)
- Answer key for Ship's Journal Day 2 (TR-7)
- Transparency of Multiplication template (TR-8)
- Partial Products Worksheet (SR-10)
- Slide Show Directions (SR-11)
- Slide Show Worksheet (SR-12)
- Ship's Journal Day 3 (SR-13)
- Answer Key for Ship's Journal Day 3 (TR-9)
- Last Entry in the Ship's Journal (SR-14)
- Answer Key for Last Entry in the Ship's Journal (TR-10)
- Kid Speak Brief Constructed Response Rubric (TR-11)

**Development/Procedures:**

**Lesson 1**  
**Teacher Alert!** 

**Note: Before beginning the unit, gather pirate themed treasure. (Possible ideas include chocolate gold coins, toy rings, bead necklaces, eye patches, etc.) Arrange the treasure to be hidden in the school. The clues at the end of each ship journal and the final assessment, should lead the students to this room.**

**Pre-assessment-**

- Pass out “Break the Code” (SR-1) for students to complete. This will allow the teacher to understand the students’ multiplication sense and start the treasure hunt theme. If a student is struggling with this piece, they may be paired with a partner for the activity and will need extra one digit by one digit multiplication practice. (See Reteaching/Extension-Lesson 1.) Answer key can be found on TR-1.

**Launch-**

- Tell the students that you would like to invite them all to become pirates and join you on a treasure hunt. Ask all of your “mateys” to meet you on the “deck” of your “ship” (the front of the classroom.) Read and discuss the story, Pirate Pete by Kim Kennedy.
- Tell the students that over the next couple of days they are going to use what they know about multiplication to find the “buried treasure.”

**Teacher Facilitation –**

- Have the students go back to their desks and take out “Break the Code” (SR-1.) Use think-pair-share to have the students discuss what strategies they used to multiply the numbers and “break the code.”
- Record students’ responses on chart paper, giving students credit for their ideas. Responses may include such strategies as doubles, tens strategy, identity property, commutative property, repeated addition, arrays, drawing pictures, etc.

**Student Application –**

- Tell the students that they will be using these strategies to play a game called “Spinning for Gold.” Before beginning the game, review expected behaviors with the students.
- As a class, create criteria of what a hard working group of “pirates” should look and sound like. Record on chart paper and tell the students that you will be looking for these behaviors throughout the treasure hunt.
- Divide students into pairs. Each pair needs: a paperclip, “Spin for the Gold” (See SR-2), several sheets of grid paper (SR-3), 1-10 index cards, 81 base ten units, and 90 base ten longs. (If base ten blocks are unavailable, they can be made using craft sticks and beans. Individual beans can represent units, ten beans glued on a craft stick can represent a long, and ten craft sticks glued together can represent a flat.)
- Review the directions to the game with the students and model the provided example. Allow them to play as partners. Circulate to observe students using “Teacher Observational Checklist” (TR-2.)

### **Embedded Assessment –**

- As students are playing game, observe to see what strategies they are using to multiply one digit by one digit numbers using “Teacher Observational Checklist” (TR-2.)

### **Reteaching/Extension –**

- If students finish the game early, have them exchange cards with another group.
- After stopping the game, gather students back together for discussion. Elicit from the students that their answers depended on the number of cards they had. Some partners worked with 2 facts, some 3s, 4s, etc. Ask the different groups to share the strategies they used.
- Hand out “Ship’s Journal Day One” (SR-4) as a final thought/extension activity. Answer key can be found on TR-3.
- Students, who are still struggling with single digit multiplication, will benefit from the virtual games and strategies presented at <http://www.naturalmath.com/mult>.

## **Lesson 2**

### **Teacher Alert!**

**Note: Before beginning this lesson hide six bags of base ten blocks around the room. Each bag should contain two longs and seven units. Also develop clues on index cards relating to where the bags are hidden.**

### **Pre-assessment-**

- Give students “Place Value Brief Constructed Response” (SR-5) and provide access to base ten blocks. This activity will help assess their knowledge of place value, which is crucial to 2 digit by one digit multiplication. Circulate to assess understanding of concept. Answer key can be found on TR-4.

### **Launch-**

- Call all “mateys” up to the “deck” and tell them that Pirate Han Yung, a friend of Pirate Pete, is having a problem with his treasure hunt and he needs their help. Display the following problem: Han Yung wants to place pirate tools for the hunt in boxes for his fellow mateys. If he has 9 boxes and 8 tools for each box, how many tools will he have for all of his fellow mateys? ( $9 \times 8 = 72$ )
- The problem can be written on chart paper or the overhead. Discuss the problem and solution with the students. “Pirate Han Yung wants to thank you for working so hard and earning the first clue. She has another clue for you today, but first she needs your help. Han Yung has a treasure map for gold buried on an island. Han Yung wants to make sure she has a pirate ship big enough to bring the gold home. She knows that there are 27 treasure chests and that each treasure chest contains 6 bags of gold. Han Yung needs your help to learn how many bags of gold there are all together.”

### Teacher Facilitation-

- Use think-pair-share to have students brainstorm possible strategies to solve this problem. Record these strategies on chart paper, giving credit for students' ideas. Try to discourage students from giving the answer, but to explain how they reached their strategy instead.
- Explain to students that they are going to use base ten blocks to solve Han Yung's problem, but that they have been hidden and they need to find them.
- Divide the students into six groups. Pass out the clues. (See TR-5.) Have each group read their clue and pick one group member to retrieve it.
- Ask the students to use their base ten blocks to model six groups of 27. Draw what they have modeled on chart paper, overhead, or on the chalkboard. Model, with student input, how to **regroup** the blocks. For example, whenever they cross out ten units, they can draw a long, and whenever they cross out ten longs, they can draw a flat.
- On the paper, overhead or chalkboard, write a place value chart showing hundreds, tens, and ones. Ask students how many hundreds, tens, and ones make up six groups of 27. Record the answer: One hundred, six tens, and two ones.
- Collect baggies of place value blocks and divide students into groups of two or four. Pass out 2 copies of "EMAC" (SR-6) to each pair or group. Use the overhead of "EMAC" (TR-6). Write a different two digit by one digit multiplication problem on the overhead and have students copy it on their paper, for example  $56 \times 7$ .
- Explain to the students that first we will be estimating the product. Lead students through a discussion of rounding the 56 and the 7. If the 56 rounded to 60 and the 7 rounded to 10, what is the estimated product? The students are familiar with multiplying by 10, so they should be able to come up with the answer of 600.
- Have them place a dot on the number line, where they think the answer will be. The students should understand that they are expecting the answer to be close to 600, but less because 56 is less than 60 and 70 is less than 100. Model on overhead.
- The next step is to model, or diagram. Lead the students through drawing 7 groups of 56. Each group will consist of 5 longs and 6 units. Have the students use a colored pencil or marker to regroup the blocks.
- Using a student volunteer at the overhead, regroup the model into three flats, nine longs, and two units. Record this in the place value chart as three hundreds, nine tens, and two ones.
- The next step is to have the students use the calculators to multiply  $56 \times 7$ . The teacher can use an overhead calculator, if available, to assist students who are unfamiliar with this technology. The students should receive the same answer as they did with the modeling.
- The next step is to use the algorithm. The students should solve the algorithm using their knowledge of place value, with the partial products method.
- Lead the students through the idea that you are multiplying seven ones by six ones and seven ones by five tens.

$$\begin{array}{r} 56 \\ \times 7 \\ \hline 42 \text{ (7 x 6)} \\ 350 \text{ (7 x 50)} \\ \hline 392 \end{array}$$

If students are confused about using the seven twice, explain to them that the one digit number represents Pirate Han Yung, and the two digit number represents two separate treasure chests. Therefore, Han Yung wants to visit both treasure chests, the ones first and the tens second.

- Take a temperature check of your students' understanding.

### **Student Application-**

Present students with another two digit by one digit multiplication problem to be solved using "EMAC" (SR-6.) Assess for understanding.

- Pass out "Rolling for Gold" (SR-7), "Student Directions for Rolling for Gold" (SR-8), and three number cubes to each pair or group.
- Post yesterday's expectations of what a hardworking group of "pirates" should look and sound like. Review with the students.
- Review directions for the game with the students and model how to play using student volunteers.
- Allow students to play and circulate to observe and assess, using "Teacher Observational Checklist" (TR-2.)

### **Embedded Assessment-**

- As students are playing game, observe to see what strategies they are using to multiply two digit by one digit numbers using "Teacher Observational Checklist" (TR-2.)
- Hand out "Ship's Journal Day Two" (SR-9) as a final thought/extension activity.

### **Reteaching/Extension-**

- If you are noticing students that are struggling with the concept, pull a small group to play the game with you.
- After playing the game, gather students back together for discussion/ temperature check. Discuss what success and/ or problems they came across.
- If time and/ or resources allow, students may access virtual base ten blocks online at <http://www.arcytech.org/java/b10blocks/b10blocks.html>.
- Hand out "Ship's Journal Day Two" (SR-9) as a final thought/extension activity. Answer key can be found on TR-7.

## **Lesson 3**

### **Teacher Alert!**

**Before beginning this lesson, prepare the group cards. Each group should contain a multiplication problem shown using repeated addition, base ten models, and partial products.**

### **Pre-assessment-**

- Introduce the following problem: Pirate Fubara, a friend of Pete and Han Yung's, owns three ships. Each ship is built for speed using the fastest oars. If each ship has 128 oars, how many oars are there altogether?
- Ask the students to show two ways they could solve this problem. Some students may suggest adding 128 three times. Others may draw base ten models or use multiplication.
- Use the teacher observational checklist (TR-2) to record the strategies students are using.

### **Launch-**

- Tell students they will go on a hunt to find their pirate family. Each student will receive one card. On the card will be a representation of the problem using base ten models. Another card will show the problem using repeated addition. The final card will show the multiplication problem using partial products.
- Students must walk around the room and find their partners (three in each group) without talking. Students must arrange themselves in a group on the floor and wait for the teacher's instructions. Time the activity to no more than 3 minutes.
- After students have assembled in groups have them discuss why they believe they are in the same group. (Time the discussion period.)
- Ask: "Are there any students who believe they belong with another pirate family?" If yes, allow students time to change their group. Students may walk

around without talking to anyone and sit with the family they believe they belong to.

- Finally, have students discuss how the cards are alike. After students have discussed, they will present their conclusions with guidance from teacher.

**Teacher Facilitation –**

- Draw students together again and discuss their strategies for solving the pre-assessment problem.
- On the board have the following chart:

<b>Method</b>	<b>Repeated Addition</b>	<b>Models</b>	<b>Multiplication</b>

- Ask: What is one method you used to solve this problem?
- As students share their methods list them in the chart and show an example. Some sample examples have been listed. If students do not show a particular method, then lead students to show all methods by using the following questioning techniques.
- Can we find the solution in another way?
- Is there another way to show 128 added three times? ( using multiplication) How would we write this? (128 x 3)
- Using your models show

$$\begin{array}{r} 128 \\ \times 3 \\ \hline \end{array}$$

- Ask: How many ones do we have altogether? Tens? Hundreds?
- After students draw or set up base ten models lead them to look at the multiplication problem. Tell students to look at how the drawing compares to the multiplication problem. Guide students as to how to find partial products by using the models.
- Looking back at the models, explain to students that first they started with 1 hundred, 2 tens or 20, and 8 ones. First, multiply the number of ones times 3. Next, I multiply 3 times the number of tens. If I have 2 tens how much is that worth? (20) What is 20 x 3? (60) Finally, multiply 3 times the number of hundreds. What is 3 x 100? (300).
- As you are explaining, show the following steps to completing the algorithm.



Use multiplication template transparency (TR-8) to model algorithm or give students copies to work with as you guide them through the activity.

$$\begin{array}{r} 128 \\ \times 3 \\ \hline \text{HTO} \\ 24 \\ 60 \\ + 300 \\ \hline 389 \end{array}$$

$\longleftarrow 3 \times 8$   
 $\longleftarrow 3 \times 20$   
 $\longleftarrow 3 \times 100$

- If we add the products together we can find the final product of  $128 \times 3$ . Tell students that the products that you add to get the final product are called **partial products**. *Some students may suggest completing the algorithm a shorter way. If this happens, encourage students to explain and show the shorter algorithm to the class. Remind students there are several methods to complete a problem and add it to the chart made from the pre-assessment.*
- Using the "Partial Products Worksheet" (SR-10), continue to provide problems for students to practice. Remind students to estimate their product first. Next, have students mark on a number line where their product would fall. Finally, students should record another way to show the product of their multiplication problem.

### Student Application-



This assignment can be used using Kidpix or Microsoft PowerPoint.

- Provide students with 3 digit times 1-digit problems, slide show directions/criteria (SR-11), and slide show worksheet (SR-12).
- Students must select one problem in which they will illustrate steps on how to solve the problem using partial products and one other selected method (models, repeated addition, or the shorter algorithm).
- In the slide show students must:
  - Effectively show the partial product strategy.
  - Give clear and logical steps to arrive at the product
  - Use math vocabulary to clearly explain terminology
  - Use numbers, words, symbols or pictures (or a combination of them) to show how they solved the problem.

**Embedded Assessment-**

- Review the “Slide Show Criteria” (SR-11) to assess students’ understanding of the concept learned. Use the TR-11: Kid Speak Brief Constructed Response Rubric to grade assignment.

**Reteach/Extension**

- Hand out “Ship’s Journal Day Three” (SR-13) as a final thought/extension activity. Answers can be found on TR-9.
- Students who have mastered 3 digit by 1 digit multiplication using the partial product strategy begin moving them towards 2 digit by 2 digit multiplication. Students who are still struggling continue to reinforce skill by creating a small group activity.
- For additional support visit: [http://www.eduplace.com/math/mw/g\\_3.html](http://www.eduplace.com/math/mw/g_3.html)

**Summative Assessment:**

The students will complete “The Last Entry in the Ship’s Journal” (SR-14.) This assessment will allow them to apply their knowledge of 2 and 3 digit by one-digit multiplication using models, words, and the partial product algorithm. Use an overhead of the “Kid Speak Brief Constructed Response Rubric” (TR-11) to assist students with the summative assessment. Answer key can be found on TR-10.

After the unit, reveal the location of the “pirate’s treasure” and enjoy!

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# BREAK THE CODE! Keep the Treasure!

Directions: After finding the product for each problem, look in the key to find each letter. Write the letter in the spaces below marked from the number found above your pot of coins.

key:

$0 - 10 = \mathbf{P}$

$36 - 45 = \mathbf{E}$

$11 - 15 = \mathbf{L}$

$46 - 55 = \mathbf{T}$

$16 - 20 = \mathbf{U}$

$56 - 65 = \mathbf{I}$

$21 - 25 = \mathbf{A}$

$66 - 80 = \mathbf{R}$

$26 - 35 = \mathbf{S}$

$4 \times 0 =$

**1**

$6 \times 6 =$

**6**

$7 \times 10 =$

**3**

$3 \times 5 =$

**9**

$8 \times 9 =$

**3**

$6 \times 4 =$

**4**

$7 \times 5 =$

**7**

$9 \times 2 =$

**8**

$5 \times 8 =$

**6**

$7 \times 7 =$

**5**

$9 \times 7 =$

**2**

1 2 3 4 5 6 7

3 8 9 6



# BREAK THE CODE! Keep the Treasure!

Directions: After finding the product for each problem, look in the key to find each letter. Write the letter in the spaces below marked from the number found above your pot of coins.

key:

$0 - 10 = P$

$36 - 45 = E$

$11 - 15 = L$

$46 - 55 = T$

$16 - 20 = U$

$56 - 65 = I$

$21 - 25 = A$

$66 - 80 = R$

$26 - 35 = S$

$4 \times 0 = 0$

1



$6 \times 6 = 36$

6



$7 \times 10 = 70$

3



$3 \times 5 = 15$

9



$8 \times 9 = 72$

3



$6 \times 4 = 24$

4



$7 \times 5 = 35$

7



$9 \times 2 = 18$

8



$5 \times 8 = 40$

6



$7 \times 7 = 49$

5



$9 \times 7 = 63$

2



**P I R A T E S**

1 2 3 4 5 6 7

**R U L E**

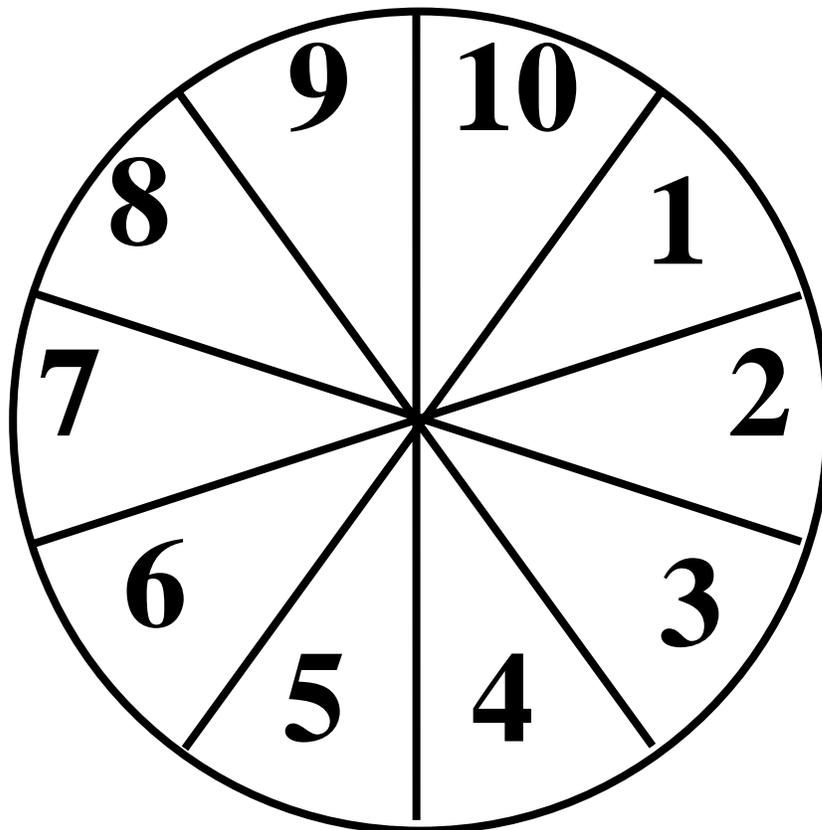
3 8 9 6

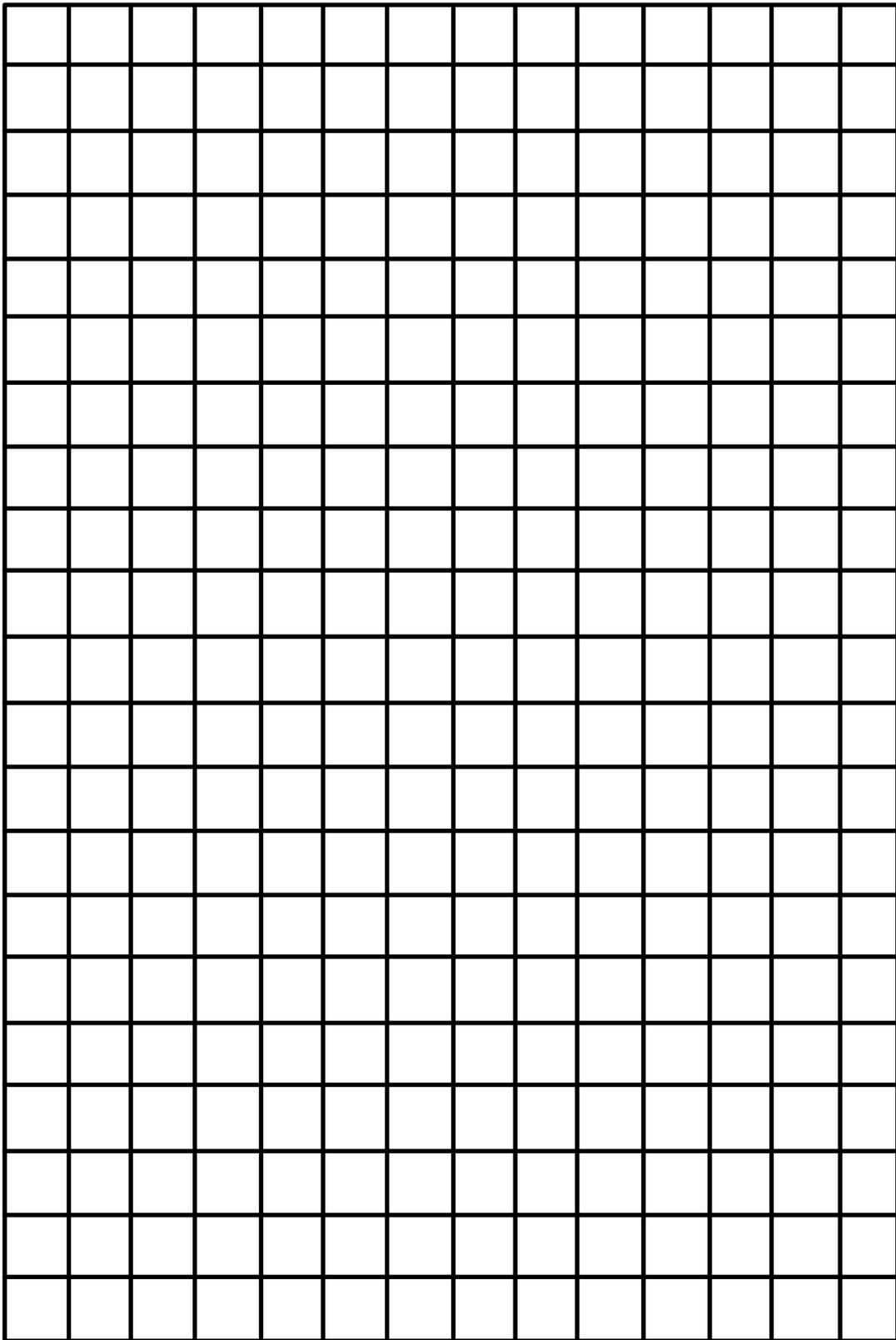


## *Spin For The Gold!!!!!!!!!!!!!!*



1. Use your paper clip to spin your spinner.
2. Work with your partner and lay out the number of index cards your paper clip lands on.
3. Spin the spinner again.
4. Use your unit blocks to represent the number you spun. Place that number of unit blocks on each of your index cards. For example, if my partner spun a 5 and we had 6 cards, we would put 5 units on each card.
5. Record your work on grid paper. For the above example, I would draw 6 groups of 5 units.
6. If necessary, regroup units as longs. For the above examples, my 30 units would become 3 longs.
7. Record your problem as a multiplication sentence.  $6 \times 5 = 30$ .









### Ship's Journal-Day 1

Today was the first day of a treasure hunt. We all worked very hard. Reflect back on the game, "Spinning for Gold," that you played today. Imagine that your teacher increased the number of index cards and gave you 23 cards.

#### Part A

What would be the product if you spun a 6?

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#### Part B

Use what you know about multiplication to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

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*Congratulations! You did such a great job today being a hard working pirate that you have earned your first clue. Clue #1: You will find the treasure, if you go \_\_\_\_\_.*





### Ship's Journal-Day 1

Today was the first day of a treasure hunt. We all worked very hard. Reflect back on the game, "Spinning for Gold," that you played today. Imagine that your teacher increased the number of index cards and gave you 23 cards.

#### Part A

What would be the product if you spun a 6?

138

#### Part B

Use what you know about multiplication to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

Sample responses: I know that  $6 \times 23$  is 6 groups of 23. If I add  $23 + 23 + 23 + 23 + 23 + 23$ , I get 138.

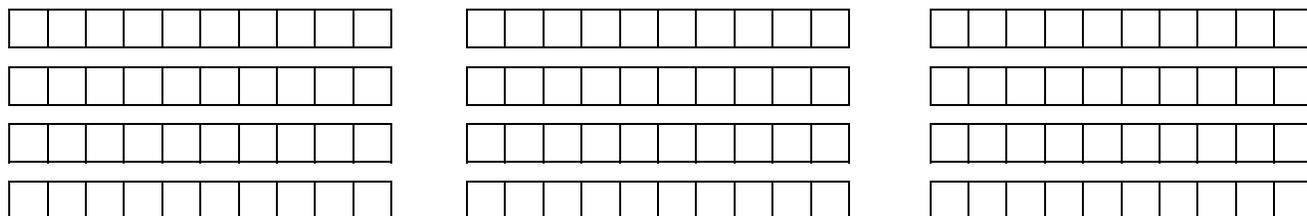
Using base ten blocks would make these 6 groups of 2 longs and 3 units. That would be 18 units and 12 longs. If I regroup I get 1 flat, 2 longs, and 8 units, which equals 138.

Answers should include idea of 6 groups of 23. Answers should include math vocabulary. Answers may include drawings of groups of base ten blocks.

Congratulations! You did such a great job today being a hard working pirate that you have earned your first clue. Clue #1: You will find the treasure, if you go \_\_\_\_\_.



Place Value Pre-assessment



**Part A**

Can you show the same amount using fewer base ten models?

**Part B**

Use what you know about place value to explain why your answer is correct. Use number and/or words in your explanation.

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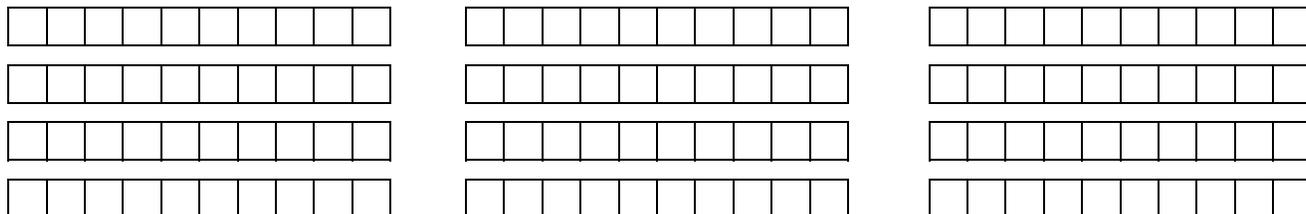
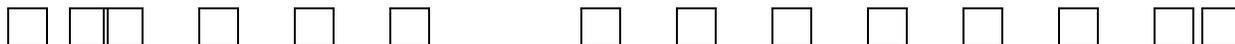


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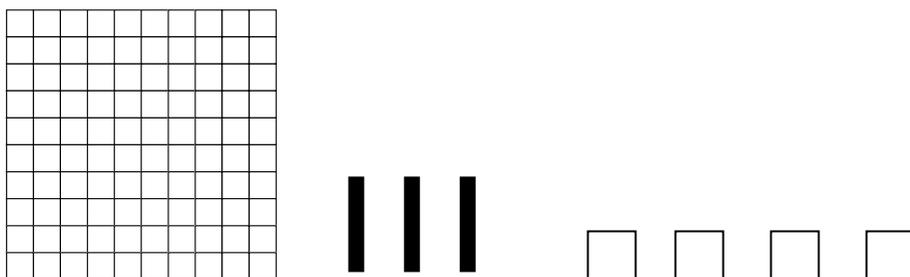
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Place Value Pre-Assess



**Part A**

Can you show the same amount using fewer base ten models?



**Part B**

Use what you know about place value to explain why your answer is correct. Use number and/or words in your explanation.

**Sample response:** I know my answer is correct because when you regroup you are showing your amount using different place values. For instance, I knew 14 ones is equal to 1 ten and 4 ones. When I regrouped my 10 ones for 1 ten, I was left with 13 tens instead of 12. Instead of having 13 tens, I can regroup 10 tens for a hundred block. So, I am left with 4 ones, 3 tens, and 1 hundred = 134. I started with 26-place value blocks now I have 8.

## List of Possible Clues for Hidden Base Ten Blocks in Lesson 2



1. Pirate Han Yung's treasure is out of this world. In fact, it's under this world. *Blocks can be hidden under globe.*
2. Pirate Han Yung's treasure is under sea. *Blocks can be hidden near class aquarium.*
3. Pirate Han Yung's treasure is exploring the world. *Blocks can be hidden near the class map or atlas.*
4. Pirate Han Yung's treasure is enjoying a feast. *Blocks can be hidden near the students' lunches.*
5. Pirate Han Yung's treasure has a great view. *Blocks can be hidden near the windows.*
6. Pirate Han Yung's treasure is getting sharper. *Blocks can be hidden near the pencil sharpener.*

# EMAC

SR - 6

Estimate

Model/Diagram

Algorithm

Calculator





# Rolling for the Gold!

SR-7

Round	2 Digits Rolled	1 Digit Rolled		Answer	Calculator Solution
Round 1					
Round 2					
			Total Score		

Diagram Round 1

Diagram Round 2

### Check It!

- My data chart is complete.
- I showed my products by drawing base ten models.
- I recorded the calculator solution



Rolling for the Gold!  
Rolling for the Gold!  
Rolling for the Gold!

SR-8

**Directions:**

1. This is a game for 2 to 4 players. The object is to get the highest score. Players decide who will go first.
2. A player rolls the 3 number cubes. Then that player
  - Selects any 2 of the 3 numbers to create a 2-digit number. Record your number under the "2-digits rolled" column on your score sheet.
  - Record the third number rolled under the column "1 digit rolled".
  - Write a multiplication sentence using the 2-digit number times the 1 digit number in the blank space.
  - Find the product by drawing base ten models to show the multiplication under "Diagram Round 1".
  - Check your answer by using your calculator to multiply the digits. Record your calculator product on your score sheet.
  - Allow your partner to roll and record their results for Round 1
3. Repeat Step 2: Players take turns rolling the number cubes and recording their products for Round "2".  
**Remember to diagram your problem!**
4. After 2 rounds, players find the total value of Rounds 1 and 2 by adding the products from both rounds.
5. Record your total score. Whoever has the highest score wins the game.
6. Be ready to talk about your games.



### Ship's Journal-Day 2

Today was the second day of the treasure hunt. We all worked very hard. Reflect back on what we did in class today.

#### Part A

What is the product of  $13 \times 8$ ?

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#### Part B

Use what you know about multiplication to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

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*Congratulations! You did such a great job today being a hard working pirate that you have earned your second clue. Clue #2: The treasure is in \_\_\_\_\_*

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## Ship's Journal-Day 2

Today was the second day of the treasure hunt. We all worked very hard. Reflect back on what we did in class today.

### Part A

What is the product of  $13 \times 8$ ?

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104

### Part B

Use what you know about multiplication to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

Sample responses: I know that  $8 \times 13$  is 8 groups of 13. If I add  $13 + 13 + 13 + 13 + 13 + 13$ , I get 104.

Using base ten blocks would make these 8 groups of 1 long and 3 units. That would be 8 longs and 24 units. If I regroup I get 1 flat, 0 longs, and 4 units, which equals 104.

Answers should include idea of 8 groups of 13. Answers should include appropriate math vocabulary. Answers may include drawings of groups of base ten blocks. Answers may begin using the partial products algorithm.

