





Steps to success

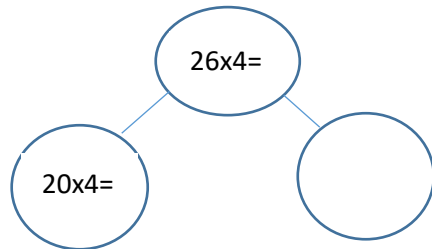
Lockdown work	
Date	12.1.21
Subject/s	Maths
Learning Objective 	To use written methods for multiplying.

SA	TA
	

Success Criteria 	I know that there are different written methods for multiplying.		
	I can use written methods effectively when multiplying.		
Support	Independently	Support ()	Group work

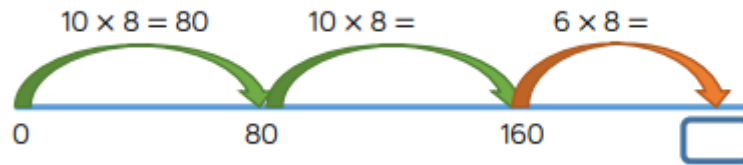
Pre-task:

Complete this part whole model.



Fluency 1

Look at how this number line has been used to answer the question 26×8 . Can you calculate the last part of the question 6×8 and then add them altogether to find the correct answer?



Now use a number line to calculate these questions.

1. $49 \times 8 =$

2. $23 \times 9 =$

3. $18 \times 7 =$

Another written method you could use includes base 10.

Tens	Ones


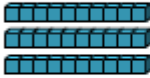
Here is an example of how base 10 has been used to calculate 26×3

Can you use this method to find the answer?

$26 \times 3 =$

Now use this method to answer these questions

4. $35 \times 4 =$

Tens	Ones
	
	

5. $52 \times 4 =$

Tens	Ones

6. $28 \times 5 =$

Tens	Ones

Problem solving and reasoning:



Here are 6 multiplications.

43×5

54×6

38×6

33×2

19×7

84×5

Which of the multiplications would you calculate mentally?

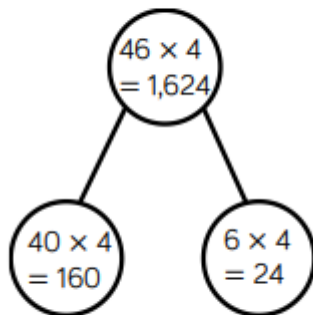
Which of the multiplications would you use a written method for?

Explain your choices to a partner.

Did your partner choose the same methods as you?



Ron is calculating 46 multiplied by 4 using the part-whole model.



Can you explain Ron's mistake?

Further Challenge:

There are 7 fields on the farm.

Each field contains 36 sheep and 22 cows.

Solve the problems below using number lines.

- a) How many sheep are there?
- b) How many cows are there?
- c) How many animals are there altogether?