

WALT: Can I multiply a 2-digit number by a 1-digit number?

Lesson 3 Week 1

What does this represent?

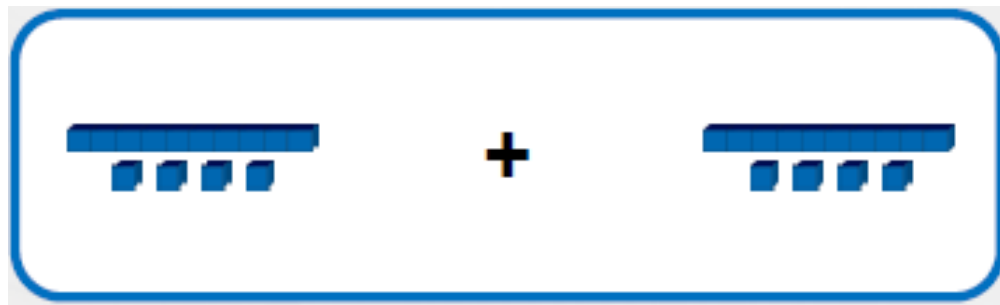
Look at the base 10 below.

What is each part worth?

How many tens and ones are there?

How many groups are there?

Make sure you add them all up to find the answer.



Now have a go at these...

What is the answer to each one?

How many groups are there in each question?

Add the tens and ones in each section.

The image shows two boxes, each containing a visual representation of an addition problem using base ten blocks. Each block is a 10x1 grid of squares.

The top box contains three numbers to be added:

- 23 (two tens rods and three ones units)
- 12 (one ten rod and two ones units)
- 15 (one ten rod and five ones units)

The bottom box contains two numbers to be added:

- 23 (two tens rods and three ones units)
- 23 (two tens rods and three ones units)

What happens if we have 16 tens?

Does that work?

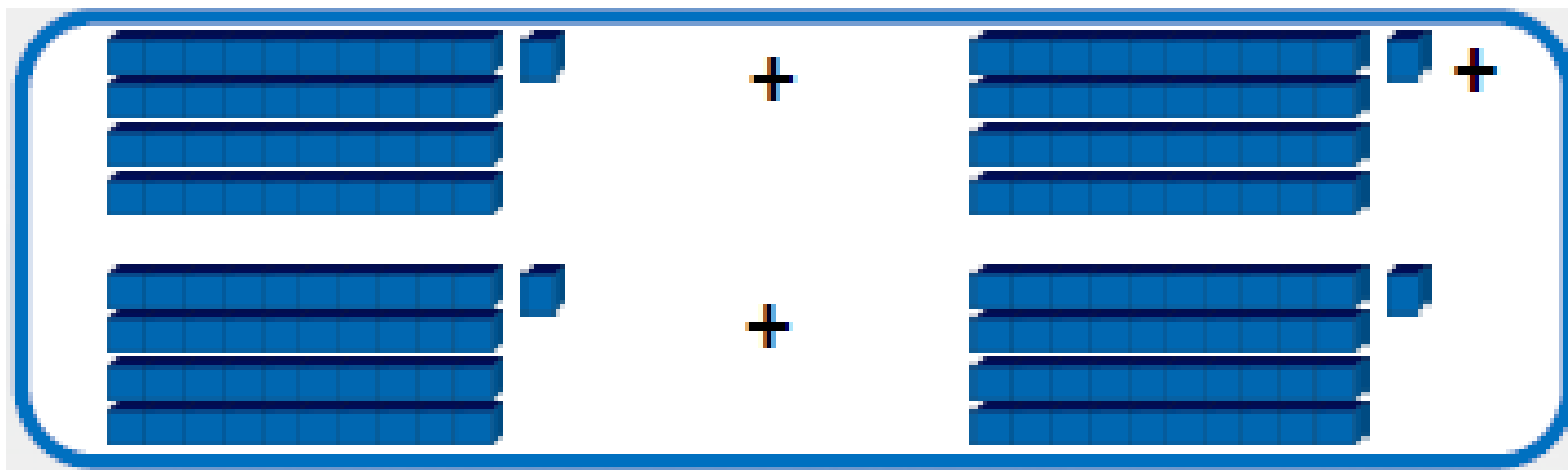
We need to exchange those tens for something else?

What do we need to exchange it for?

If you can't remember watch this video to remind you!

<https://www.youtube.com/watch?v=UDM47UetyA0>

What would this be as a multiplication number sentence?



Let's look at this...

There are 24 pencils in a packet. Mr Lund buys 8 packets.

		2	4
x			8
<hr/>			
<hr/>			

How many pencils does Mr Lund have?









Use both methods to help you and draw base 10 if you need to! Remember you can always watch the video on the previous slide to remind you.

Use base 10 to work this out!

A grid for a multiplication problem:

		<input type="text"/>	<input type="text"/>
x			4
<hr/>			
	<input type="text"/>	<input type="text"/>	<input type="text"/>
<hr/>			

Below the grid is a base 10 block chart:

Tens	Ones
	
	
	
	

Reasoning and Problem Solving

Chloe multiplies a 2-digit number by a 1-digit number.

Which numbers did she use?

This is Problem Solving, you have to try multiplying the different numbers to see if you can get the answer 136.

One will work!

The image shows a multiplication grid and a set of answer buttons. The grid is a 4x4 table with a horizontal line between the second and third rows, and another horizontal line between the third and fourth rows. The second row contains the letter 'x' in the first column, and three empty boxes in the second, third, and fourth columns. The third row contains the numbers 1, 3, and 6 in the second, third, and fourth columns, respectively. The fourth row contains four empty boxes. Above the grid, there are four empty boxes arranged in two pairs. Below the grid, there are five rounded rectangular buttons with blue borders, containing the numbers 26, 41, 4, 34, and 3 from left to right.

x			
<hr/>			
	1	3	6
<hr/>			

26 41 4 34 3

Spot the mistake?

Can you see what I have done wrong here?!

		2	8
x			4
<hr/>			
	8	3	2
<hr/>			
		3	

Now, have a go at the sheets in your pack!

1a. There are 14 cans of tuna in each box. Mr Hardy buys 2 boxes. How many cans does he have?

$14 + 14 = \square$

		1	4
x			2

★

1b. There are 11 buns in a pack. Miss Tigger buys 5 packs. How many buns does she have?

$11 + 11 + 11 + 11 + 11 = \square$

		1	1
x			5

★

2a. Complete the calculation.

		2	4
x			3

Tens	Ones

2b. Complete the calculation.

		3	3
x			3

Tens	Ones

1a. Sam multiplies a 2-digit number by a 1-digit number. Which numbers did he use?

$\square \times \square = 96$

12 34 32

x			3
		9	6

★

1b. Abi multiplies a 2-digit number by a 1-digit number. Which numbers did she use?

$\square \times \square = 68$

23 31 34

x			2
		6	8

★

2a. Eve and Abe each have three digits to arrange to multiply and reach the target number. Who can get nearest?

4 3 2 130 4 5 3

Eve: $\square \times \square = 4$ Abe: $\square \times \square = 3$

★

2b. Arthur and Ciara each have three digits to arrange to multiply and reach the target number. Who can get nearest?

5 3 2 150 4 8 2

Arthur: $\square \times \square = 3$ Ciara: $\square \times \square = 2$

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