**Mathematics**



**What have I learnt about place value, addition, subtraction and multiplication?**



**Mathematics**

|  |  |
| --- | --- |
| **What you will need** | * Grey lead pencil, eraser and paper * A computer is useful if you have one, because there may be interactive activities in some lessons. * A calculator is sometimes used and is useful to check your answers. |
| **The activities** | * Learning tasks * Games * A fortnightly test * A fortnightly reflection |
| **Check your answers with your supervisor** | Check your answers after each activity to see how well you are going and how your skills are developing.  Checking your answers also prepares you for the tests and reflections. |
| **When to use your calculator** | Generally, you **won’t** need your calculator.  The Maths activities develop skills; ways of working with numbers, mental arithmetic, estimating and using times tables.  Please only use your calculator when it’s part of the activity. |
| **Asking for help…** | There may be times when you are not sure about an example or an exercise.  When this happens, ask for help from:   * Your supervisor/parent/carer * Your teacher |

**Guidelines for the Supervisor**

***Working with your child***

|  |  |
| --- | --- |
| **Assisting your child** | Please go through the explanation and examples of mathematical concepts and ensure that your child understands the tasks before beginning. Your child can work independently but you will need to monitor their progress and offer assistance if and when difficulties arise. Encourage your child to double- check his or her answers to each activity.  Please schedule time to **correct your child’s work** using the Maths Solutions booklet provided. If your child has made an error, discuss how and why the error was made and encourage him or her to have another go. Always provide **positive feedback** on progress made.  If your child experiences **difficulty,** c**ontact the teacher as soon as possible** for extra help. |
| **The fortnightly test** | We would like your child to complete the skills test **without any assistance** (although help with reading instructions may be required).This will allow the teacher to assess your child’s understanding and recall of the concepts taught in each lesson. |
| **Reflections** | There is an opportunity for students to reflect on their learning and whether or not they understood the concepts or need to consolidate their understanding further. |
| **Your feedback** | Please feel free to write comments on your child’s work in terms of their progress, attitude, difficulties etc. |
| **Your child’s teacher** | When the teacher receives your child’s work he or she will provide feedback, positive reinforcement and assistance.  If you have any questions it is important to contact your child’s teacher. The teacher can help you and adjust the work to best suit your child’s individual needs. |

***Learning Intentions***

***1. Recognise, represent and order numbers to at least tens of thousands.***

***2.*** ***Apply*** [***place value***](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Place%20value) ***to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.***

|  |  |
| --- | --- |
|  | ***The value of a*** [***digit***](http://www.math.com/school/subject1/lessons/S1U1L1GL.html) ***depends on its place* *in the number*.** |

1. *Expand each number on the place value chart.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| 97 136 |  |  |  |  |  |
| 8 088 |  |  |  |  |  |  |
| 581 |  |  |  |  |  |  |
| 39 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |

1. *Place each set of numbers in descending order (from largest to smallest).*
2. *4 506, 9 503, 1 073, 3 447*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *2 645, 3 658, 1 999, 2 500*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *2 907, 8 436, 3 541, 2 657*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *3 524, 5 234, 2 453, 4 532*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *837, 238, 1 438, 2 745 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. *Write the largest number using the digits below.*
3. *3, 5, 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. *7, 0, 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. *3, 4, 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. *1, 3, 6, 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
7. *2, 7, 3, 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
8. *Expand each number.*
9. *4 527 = +* + ++

1. *5 436 = +* ++ + +
2. *6 748 = +* +  *+* +

1. *6 740 = + + +*
2. *96 798 =* + + + +
3. *35 266 =* + + + +
4. *29 064 =* + + + +
5. *35 009 =* + + + +
6. *Write the place value of each bold digit. The first one has been done you.*
7. **4**56 *hundreds*
8. 2 35**4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
9. **3** 629 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. 4 **7**13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. 2**3** 256 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. **4**7 123 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. 89 **4**13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. 2**5** 369 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. *Order the numbers in ascending order (from smallest to largest).*
16. *86 351, 6 741, 7 961, 3 211*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *6 791, 9 761, 7 691, 1 976*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *36 251, 46 365, 15 207, 27 391*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *86 237, 35 628, 21, 492, 67, 351*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *97 999, 21 359, 35 291, 47 987*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *77 671, 31 356, 86 357, 99 398*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *35 001, 75 601, 27 500, 50 139*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Write the smallest number using the digits below.*
2. *3, 5, 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *7, 0, 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. *3, 4, 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. *1, 3, 6, 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. *2, 7, 3, 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Please ask your supervisor to correct today’s work with you.



1. *Read the numbers before writing them in the place value chart. You must place a digit in every column.*
2. *Thirty-two thousand, two hundred and twenty-two*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Ninety-eight thousand, two hundred and fifty-one*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Sixty-four thousand, seven hundred and twenty-four*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Forty-seven thousand, two hundred and ninety-two*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Sixty-three thousand and twenty-six*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Thirty-six thousand and ten*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Thirteen thousand*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Forty-one thousand and nine*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | zero | 11 | eleven | 30 | thirty |
| 1 | one | 12 | twelve | 40 | forty |
| 2 | two | 13 | thirteen | 50 | fifty |
| 3 | three | 14 | fourteen | 60 | sixty |
| 4 | four | 15 | fifteen | 70 | seventy |
| 5 | five | 16 | sixteen | 80 | eighty |
| 6 | six | 17 | seventeen | 90 | ninety |
| 7 | seven | 18 | eighteen | 100 | one hundred |
| 8 | eight | 19 | nineteen | 101 | one hundred and one |
| 9 | nine | 20 | twenty | 1 000 | one thousand |
| 10 | ten | 21 | twenty-one |  |  |

1. *Write each number in words. Remember to use the correct spelling and hyphenate numbers when required.*
2. 35 213

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 45 316

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 40 126

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 30 962

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 41 309

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 74 018

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Write the place value of each bold digit followed by its total value. The first one has been done for you.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Place value** | **Total Value** |
| *a.* | 3**1** 264 | thousands | 1 000 |
| *b.* | 2**4** 406 |  |  |
| *c.* | 34 **5**01 |  |  |
| *d.* | 74 6**8**3 |  |  |
| *e.* | **7**2 137 |  |  |
| *f.* | 5**4** 309 |  |  |
| *g.* | **6**5 362 |  |  |
| *h.* | 37 60**1** |  |  |

*The place value system is based on a pattern of tens formed by multiplying by 10, e.g.*

*7 × 10 =* ***70***

*70 × 10 =* ***700***

*700 × 10 =* ***7 000***

*7 000 × 10 =* ***70 000***

*or*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  | **7** |
|  |  |  | **7** | **0** |
|  |  | **7** | **0** | **0** |
|  | **7** | **0** | **0** | **0** |
| **7** | **0** | **0** | **0** | **0** |

1. *Multiply each number in the ones column repeatedly by 10 to increase its value. (Work from right to left.) The first one has been done for you.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *× 10*  *tens of thousands* | *× 10*  *(thousands)* | *× 10*  *(hundreds)* | *× 10*  *(tens)* | *(ones)* |
| 70 000 | 7 000 | 700 | 70 | ***7*** |
|  |  |  |  | ***8*** |
|  |  |  |  | ***3*** |
|  |  |  |  | ***4*** |
|  |  |  |  | ***6*** |
|  |  |  |  | ***9*** |

1. *Now divide each number in the tens of thousands column repeatedly by 10 to decrease its value. (Work from left to right.) The first one has been done for you. You may use a calculator or create number expanders to help you with this task.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *(tens of thousands)* | *÷ 10*  *(thousands)* | *÷ 10*  *(hundreds)* | *÷ 10*  *(tens)* | *÷ 10*  *(ones)* |
| ***40 000*** | 4 000 | 400 | 40 | 4 |
| ***80 000*** |  |  |  |  |
| ***50 000*** |  |  |  |  |
| ***30 000*** |  |  |  |  |
| ***70 000*** |  |  |  |  |
| ***90 000*** |  |  |  |  |

Please ask your supervisor to correct today’s work with you.



**REFLECTION**

*What have I learnt about place value?*

Please think about what you’ve learnt. Place a tick or smiley face in one of the columns below.

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION** | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| **Recognise, represent and order numbers to at least tens of thousands.** |  |  |
| **Apply** [**place value**](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Place%20value) **to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.** |  |  |

**TEACHER ASSESSMENT**

*What have I learnt about place value?*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Number and Algebra** | Demonstrated | Needs further opportunity |
| Recognise, represent and order numbers to at least tens of thousands |  |  |
| Apply [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Place%20value) to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems |  |  |

***Learning Intention***

***Recall addition and subtraction facts to develop efficient mental and written strategies for computation.***

When you solve mathematical problems in your head this is known as ***mental computation***. For example, if we had to add **35 + 16** in our head (mentally), we would first break the number **16** into **10 + 6**. This strategy is called ***partitioning***.

Then, the sum would become **35 + 10 + 6**.

We would easily calculate **35 + 10 = 45**.

The sum then becomes **45 + 6**.

We would then break the number **6** down to **5 + 1**.

Then, we would simply say **45 + 5 + 1**

**45 + 5 = 50**

**50 + 1 = 51**

Look at the process below.

1. 35 + **16**
2. 35 + **10 + 6**
3. **35 + 10** + 6
4. 45+ **6**
5. 45 + **5 + 1**
6. **45 + 5** = 50
7. **50** + 1 = 51

Another way of writing this would be:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **35** | **+** | **10** | **+** | **5** | **+** | **1** | **=** | **51** |

1. *Use the partitioning strategy from the previous page to solve the following sum with an adult.*

*67 + 25*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

1. *Add these 2 and 3-digit numbers mentally using the same strategy.*
2. *127 + 26 =*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

1. *236 + 37 =*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

1. *256 + 28 =*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

1. *328 + 35 =*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

1. *427 + 46 =*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **+** |  | **=** |  |

*Another way we can solve addition problems mentally is to use the jump strategy. For example, to add 35 to 120 you would:*

1. *Start at 120.*
2. *Break the 35 down into three tens and one five.*
3. *Jump 10 to 130.*
4. *Jump another 10 to make 140.*
5. *Jump another 10 to make 150.*
6. *Jump 5 to make 155.*

*These steps are shown on the number line below.*

*120 + 35 = 155*

*120 + 10 + 10 + 10 + 5 = 155*

1. 125 130 135 140 145 150 155 160
2. *Use the jump strategy to answer the following addition questions. The first one has been done for you.*
3. *136 + 36 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **136** | **+** | **30** | **+** | **6** | **=** | **172** |

1. *245 + 47 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **=** |  |

1. *626 + 57 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **=** |  |

1. *158 + 24 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **=** |  |

1. *144 + 53 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **=** |  |

Please ask your supervisor to correct today’s work with you.



1. *Complete these by extending the addition facts. The first one has been done for you.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 70 | + | 60 | = | 130 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 700 | + | 600 | = | 1 300 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 160 | + | 50 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 600 | + | 500 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 500 | + | 70 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 000 | + | 700 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 50 000 | + | 7 000 | = |  |

1. *Complete these addition equations****.***

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *a.* |  | 1 | 6 | 4 |
|  | + | 2 | 4 | 8 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *b.* |  | 2 | 3 | 4 |
|  | + | 4 | 6 | 3 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *c.* |  | 5 | 4 | 8 |
|  | + | 2 | 1 | 4 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *d.* |  | 1 | 0 | 6 |
|  | + | 6 | 8 | 8 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *e.* |  | 6 | 9 | 6 |
|  | + |  | 4 | 5 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *f.* |  | 5 | 7 | 4 |
|  | + | 1 | 4 | 8 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *g.* |  | 8 | 4 | 5 |
|  | + | 1 | 5 | 4 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *h.* |  | 7 | 5 | 3 |
|  | + | 1 | 2 | 8 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *i.* |  | 6 | 5 | 5 |
|  | *+* |  | 5 | 7 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *j.* |  | 9 | 5 | 9 |
| + |  | 6 | 9 | 3 |
|  |  |  |  |  |

Please ask your supervisor to correct today’s work with you.



1. *Work out these subtraction problems using the partitioning strategy. An example has been done for you.*
2. *Subtract the tens first.*
3. *Break the ones into numbers that make it easy to subtract in your head.*

*86 ­– 24 =*

*86 – 20 = 66*

*66 – 4 = 62*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 86 | *−* | 20 | *−* | 4 | = | 62 |

1. *45 – 23 =*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *59 – 34 =*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *86 – 35 =*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *Complete these by extending the subtraction facts. The first one has been done for you.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7 | *−* | 5 | = | 2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 70 | *−* | 50 | = | 20 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 700 | *−* | 500 | = | 200 |

*b.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 8 | *−* | 4 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 80 | *−* | 40 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 800 | *−* | 400 | = |  |

*c.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9 | *−* | 6 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 90 | *−* | 60 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 900 | *−* | 600 | = |  |

*Subtraction problems can also be solved using the jump strategy. Start with the largest number and work backwards. For example, to subtract 35 from 155 you would:*

1. *Start at 155.*
2. *Break the 35 down into three tens and one five.*
3. *Jump backwards by 10 to 145.*
4. *Jump another 10 to make 135.*
5. *Jump another 10 to make 125.*
6. *Jump 5 to make 120.*

*These steps are shown on the number line below.*

*155 – 35 = 120*

*155 – 10 – 10 ­– 10 – 5 = 120*

120 125 130 135 140 145 150 155 160

1. *Use the jump strategy to answer the following subtraction questions. The first one has been done for you.*
2. *257 − 23 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 257 | *−* | 20 | *−* | 3 | = | 234 |

1. *368 − 36 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *547 −34 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *758 − 41 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *−* |  | *−* |  | = |  |

1. *859 −27 think*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **+** |  | **+** |  | **=** |  |

Please ask your supervisor to correct today’s work with you.



1. *Solve these subtraction problems. Show all your working out. Don’t forget to trade where necessary.*

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *a.* |  | 8 | 4 | 5 |
|  | *−* |  | 3 | 4 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *b.* |  | 7 | 5 | 3 |
|  | *−* |  | 5 | 0 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *c.* |  | 6 | 3 | 5 |
|  | *−* |  | 5 | 7 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *d.* |  | 9 | 5 | 2 |
|  | *−* |  | 9 | 3 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *e.* |  | 1 | 3 | 3 |
|  | *−* |  | 5 | 5 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *f.* |  | 5 | 2 | 1 |
|  | *−* |  | 7 | 3 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *g.* |  | 3 | 4 | 1 |
|  | *−* |  | 5 | 2 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *h.* |  | 6 | 2 | 3 |
|  | *−* |  | 4 | 5 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *i.* |  | 1 | 3 | 3 |
|  | *−* |  | 2 | 1 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *j.* |  | 5 | 7 | 1 |
|  | *−* |  | 2 | 3 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *k.* |  | 3 | 4 | 5 |
|  | *−* |  | 5 | 8 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *l.* |  | 6 | 2 | 3 |
|  | *−* | 2 | 4 | 5 |
|  |  |  |  |  |

***Hundreds Tens Ones Hundreds Tens Ones***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *m.* |  | 9 | 6 | 9 | 0 |
|  | *−* | 4 | 5 | 8 | 2 |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *n.* |  | 5 | 8 | 0 | 0 |
|  | *−* | 3 | 2 | 7 | 5 |
|  |  |  |  |  |  |

Please ask your supervisor to correct today’s work with you.



**REFLECTION**

*What have I learnt about addition and subtraction?*

Please think about what you’ve learnt. Place a tick or smiley face in each of the rows below.

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION** | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| **Solve addition problems.** |  |  |
| **Solve subtraction problems.** |  |  |

**TEACHER ASSESSMENT**

*What have I learnt about addition and subtraction?*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Number and Algebra** | Demonstrated | Needs further opportunity |
| Apply [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Place%20value) to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems |  |  |
| Use equivalent [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Number) sentences involving addition and subtraction to find unknown quantities |  |  |

***Learning Intention***

***Recall and extend multiplication facts to develop efficient mental strategies for computation.***

1. *Write a multiplication fact to describe each array.*

|  |  |
| --- | --- |
| **O** | **O** |
| **O** | **O** |
| **O** | **O** |

***a.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***×*** |  | **=** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **O** | **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** | **O** |

***b.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***×*** |  | **=** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** |
| **O** | **O** | **O** | **O** | **O** |

***c.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***×*** |  | **=** |  |

1. *Complete the grid below.*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **×** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **1** |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |  |  |

Please ask your supervisor to correct today’s work with you.



*Multiplication facts can be extended. For example,*

|  |  |
| --- | --- |
| *2 × 3 = 6* | *2 × 3 ones = 6 ones* |
| ***2 × 30 = 60*** | ***2 × 3 tens = 6 tens*** |
| *2 × 300 = 600* | *2 × 3 hundreds = 6 hundreds* |
| ***2 × 3 000 = 6 000*** | ***2 × 3 thousands = 6 thousands*** |
| *2 × 30 000 = 60 000* | *2 × 3 tens of thousands = 6 tens of thousands* |

1. *Use your knowledge of multiplication facts to extend the following.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | *×* | 4 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | *×* | 40 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | *×* | 400 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | *×* | 4 000 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | *×* | 40 000 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | *×* | 3 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | *×* | 30 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | *×* | 300 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | *×* | 3 000 | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | *×* | 30 000 | = |  |

*To double means to make twice as big. You can double a number by adding it to itself or by multiplying the number by two. For example,*

*double 4 is 8.*

*4 + 4 = 8*

*4 × 2 = 8*

*A strategy to use when multiplying by 4 is to double and then double again. For example, to work out*

***8 × 4***

*think*

***double*** *8 = 16*

*then* ***double*** *16 = 32*

***8 × 4 = 32***

1. *Use the ‘double and double again’ strategy to multiply by 4.*
2. *6 × 4*

*Double 6 =\_\_\_\_\_*

*Double \_\_\_\_\_ = \_\_\_\_\_*

*6 × 4 = \_\_\_\_\_*

1. *12 × 4*

*Double 12 =\_\_\_\_\_*

*Double \_\_\_\_\_ = \_\_\_\_\_*

*12 × 4 = \_\_\_\_\_*

1. *14 × 4*

*Double 14 =\_\_\_\_\_*

*Double \_\_\_\_\_ = \_\_\_\_\_*

1. *× 4 = \_\_\_\_\_*
2. *22 × 4*

*Double 22 =\_\_\_\_\_*

*Double \_\_\_\_\_ = \_\_\_\_\_*

*22 × 4 = \_\_\_\_\_*

Please ask your supervisor to correct today’s work with you.



***Learning Intention***

***Develop efficient mental and written strategies for multiplying 2- and***

***3-digit numbers by a 1-digit number.***

*Multiplying a 2- or 3-digit number by a 1-digit number requires an understanding of place value. To solve 25 × 3 we need to think of 25 as 2 tens and 5 ones. Here is one way we can find the answer to this question. Go through these steps with your supervisor.*

*Step 1: Multiply 3 by 5 ones (3 × 5 = 15).*

*Step 2: Multiply 3 ones by 2 tens (3 × 20 = 60).*

*Step 3: Add the tens and ones (60 + 15 = 75).*

*Step 4: 25 × 3 = 75*

***Hundreds Tens Ones***

|  |  |  |
| --- | --- | --- |
|  | *2* | *5* |
| *×* |  | *3* |
|  | *1* | *5* |
| *+* | *6* | *0* |
|  | *7* | *5* |

= 3 x 5 + 3 x 20 = 3 x 25 = 75

= the answer to 3 x 20

= the answer to 3 x 5

*1. Solve these multiplication problems. Ask an adult to check your first two answers.*

*a****.***  *Hundreds Tens Ones b. Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 3 |
|  | *×* |  | 3 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 6 |
|  | *×* |  | 2 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

*c. Hundreds Tens Ones d. Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 3 | 4 |
|  | *×* |  | 2 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 7 |
|  | *×* |  | 3 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

*e. Hundreds Tens Ones f. Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 8 |
|  | *×* |  | 4 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 6 |
|  | *×* |  | 4 |
|  |  |  |  |
| + |  |  |  |
|  |  |  |  |

*There is another strategy for multiplying numbers - trading. Let’s look at 25 × 3 again. Go through each step with an adult.*

*Step 1: Multiply 3 by 5 ones (3 × 5 = 15).*

*Step 2: Write the 5 in the ones column and trade the 1 (which is really 10) to the tens column.*

*Step 3: Multiply 3 by 2 tens (3 × 2 tens = 6 tens)*

*Step 3: Add the 6 tens plus the 1 in the tens column that was traded. This now adds up to 7 tens.*

*Step 4: Write 7 in the tens column.*

*Step 5: 25 × 3 = 75*

***Hundreds Tens Ones***

***+ 1***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | *2* | *5* |
| *×* |  |  | *3* |
|  |  | *7* | *5* |
|  |  |  |  |

1. *Complete these 2-digit by 1-digit multiplication problems. The first one has been done for you. \*Don’t forget to trade. Ask an adult to check your first two answers.*

*a****. Hundreds Tens Ones*** *b.* ***Hundreds Tens Ones***

***+ 4***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 8 |
| *×* |  |  | 5 |
|  | 1 | 4 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 5 |
| *×* |  |  | 3 |
|  |  |  |  |

*c.*  ***Hundreds Tens Ones*** *d.* ***Hundreds Tens Ones***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 4 | 3 |
| *×* |  |  | 5 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 3 | 7 |
| *×* |  |  | 8 |
|  |  |  |  |

*e.* ***Hundreds Tens Ones*** *f.*  ***Hundreds Tens Ones***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 9 |
| *×* |  |  | 4 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 2 | 4 |
| *×* |  |  | 9 |
|  |  |  |  |

*g.* ***Hundreds Tens Ones*** *h.* ***Hundreds Tens Ones***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 4 | 3 |
| *×* |  |  | 8 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 8 | 2 |
| *×* |  |  | 7 |
|  |  |  |  |

Please ask your supervisor to correct today’s work with you.



***1****. Complete these 3-digit by 1-digit multiplication problems. The first one has been done for you. \*Don’t forget to trade.*

*Hundreds Tens Ones Hundreds Tens Ones*

*+ 1*

|  |  |  |  |
| --- | --- | --- | --- |
| *a.* | 1 | 2 | 6 |
| *×* |  |  | 2 |
|  | 2 | 5 | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| *b.* | 1 | 2 | 8 |
| *×* |  |  | 3 |
|  |  |  |  |

*Hundreds Tens Ones Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
| *c.* | 2 | 3 | 2 |
| *×* |  |  | 4 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *d.* | 2 | 4 | 7 |
| *×* |  |  | 5 |
|  |  |  |  |

*Hundreds Tens Ones Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
| *e.* | 2 | 5 | 3 |
| *×* |  |  | 4 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *f.* | 1 | 3 | 8 |
| *×* |  |  | 5 |
|  |  |  |  |

*Hundreds Tens Ones Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
| *g.* | 2 | 5 | 4 |
| *×* |  |  | 6 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *h.* | 3 | 2 | 3 |
| *×* |  |  | 7 |
|  |  |  |  |

*Hundreds Tens Ones Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
| *i.* | 4 | 2 | 0 |
| *×* |  |  | 8 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *j.* | 1 | 3 | 7 |
| *×* |  |  | 6 |
|  |  |  |  |

*Hundreds Tens Ones Hundreds Tens Ones*

|  |  |  |  |
| --- | --- | --- | --- |
| *k.* | 2 | 1 | 6 |
| *×* |  |  | 6 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *l.* | 3 | 2 | 5 |
| *×* |  |  | 4 |
|  |  |  |  |

*2.* *Solve these problems using any strategy you wish.*

1. *During the 9 games of the netball tournament Mandy averaged 28 points per game. What was her total number of points?*
2. *How much has David saved if he has made 8 deposits of $78 into his bank account?*

Please ask your supervisor to correct today’s work with you.



**REFLECTION**

*What have I learnt about multiplication?*

**Please think about what you’ve learnt. Place a tick or smiley face in each of the rows below.**

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION** | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| *Know and use multiplication facts up to 10 × 10* |  |  |
| *Extend multiplication facts* |  |  |
| *Use repeated addition to solve multiplication problems* |  |  |
| *Use the ‘double and double again’ strategy to multiply by 4.* |  |  |
| *Work out 2-digit by 1-digit multiplication problems* |  |  |
| *Work out 3-digit by 1-digit multiplication problems* |  |  |
| *Solve word problems using number sentences involving multiplication* |  |  |

**TEACHER ASSESSMENT**

*What have I learnt about multiplication?*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Number and Algebra** | Demonstrated | Needs further opportunity |
| Recall multiplication facts up to 10 × 10 and related division facts |  |  |
| Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder |  |  |
| Solve word problems by using number sentences involving multiplication or division where there is no remainder |  |  |