Year 4 Maths, 6/1/21
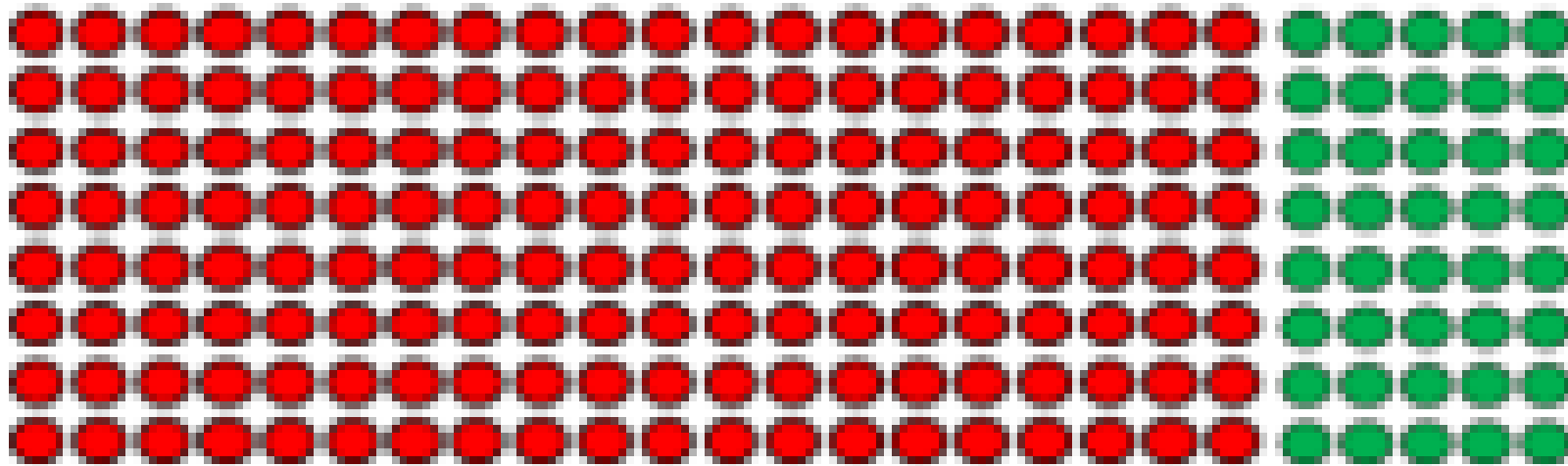
How would you find the answer to

25 x 8

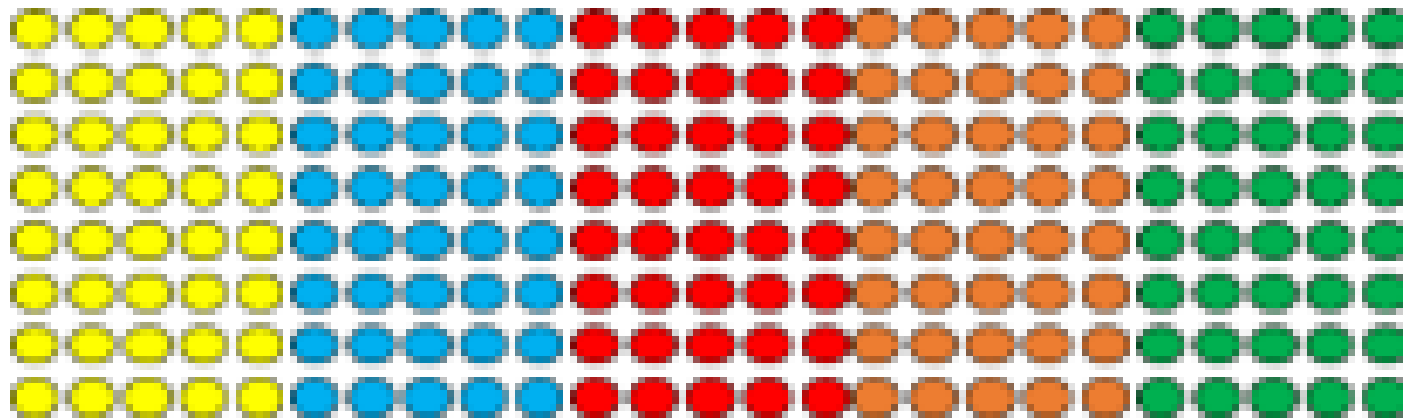## Method 1

$$25 \times 8 = 20 \times 8 + 5 \times 8$$

$$= 160 + \boxed{} = \boxed{}$$

Method 2

$$25 \times 8 = 5 \times 5 \times 8$$

$$= 5 \times \boxed{} = \boxed{}$$

Method 3

$$25 \times 8 = 25 \times 10 - 25 \times 2$$

$$= \boxed{} - \boxed{} = \boxed{}$$
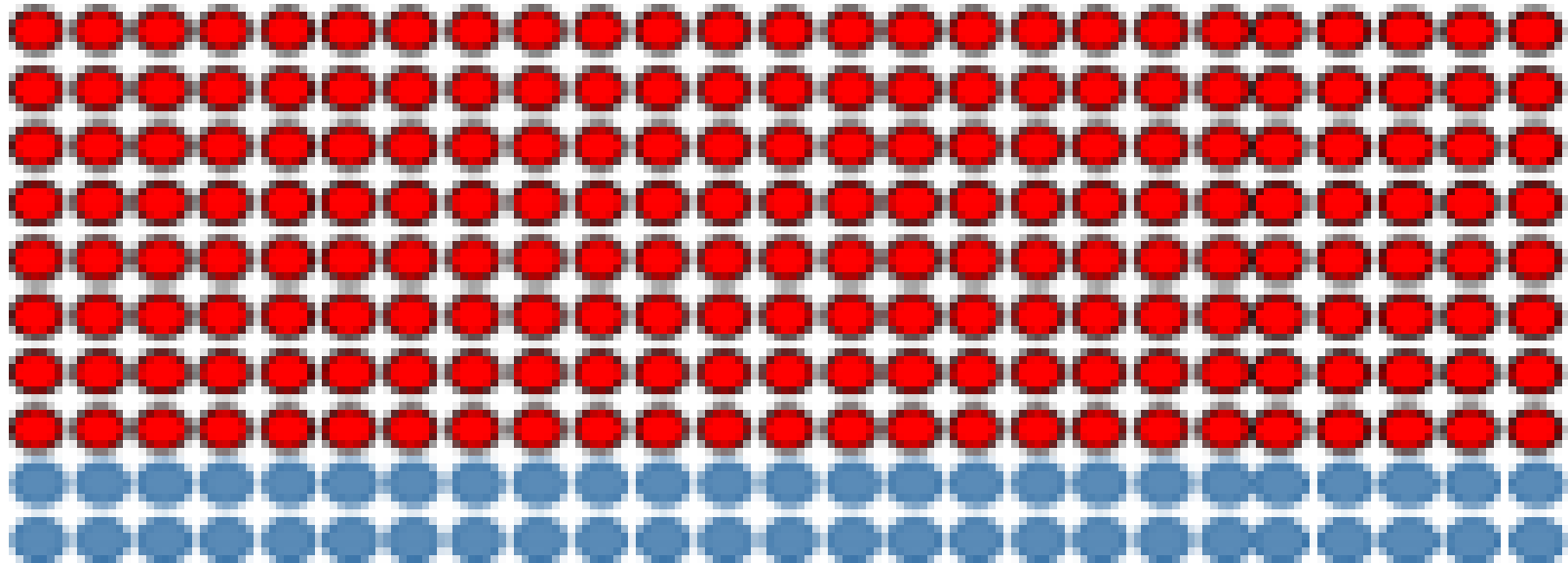
Method 4

$$25 \times 8 = 50 \times 8 \div 2$$

$$= \boxed{} \div \boxed{} = \boxed{}$$
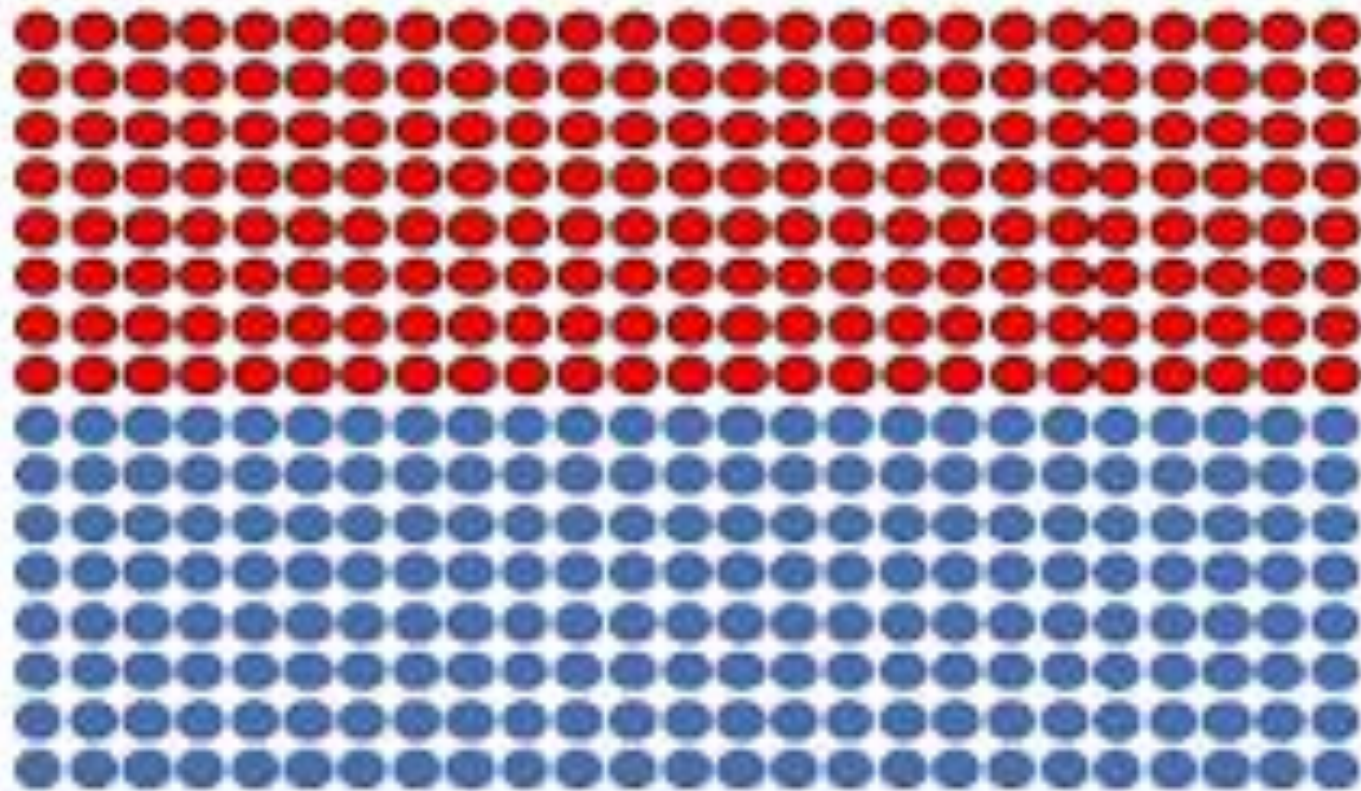
Which method is most efficient?

Can you think of any other ways of doing it?

LO: Use efficient methods to multiply

▶ Learning habits?

Guided practice

How could we efficiently solve 225 x 8?

Independent practice
Choose your own method to solve:

ONE CHILLI:

$15 \times 3 = ?$

$24 \times 5 = ?$

$31 \times 6 = ?$

TWO CHILLI:

$34 \times 6 = ?$

$48 \times 8 = ?$

$75 \times 9 = ?$

THREE CHILLI:

$136 \times 4 = ?$

$428 \times 5 = ?$

$563 \times 7 = ?$

Independent practice answers

ONE CHILLI:

15 x 3 = 45

24 x 5 = 120

31 x 6 = 186

TWO CHILLI:

34 x 6 = 204

48 x 8 = 384

75 x 9 = 675

THREE CHILLI:

136 x 4 = 584

428 x 5 = 2140

563 x 7 = 3941

DIVE DEEPER 1

Teddy has calculated 19 × 3

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20 × 3 = 60
60 − 1 = 59
19 × 3 = 59

Can you explain his mistake and correct the diagram?

Here are three number cards.

21   42   38

Dora, Annie and Eva choose one of the number cards each.
They multiply their number by 5
Dora says,

> I did 40 × 5 and then subtracted 2 lots of five.

Annie says,

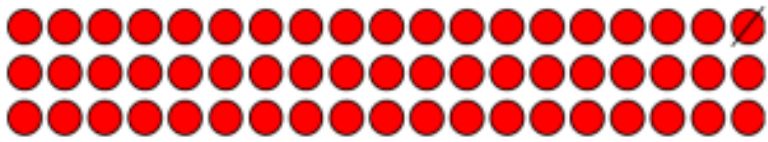> I multiplied my number by 10 and then divided 210 by 2

Eva says,

> I halved my 2-digit number and doubled 5 so I calculated 21 × 10

Which number card did each child have?
Would you have used a different method to multiply the numbers by 5?

DIVE DEEPER 1 answers

Teddy has calculated 19 × 3

$20 \times 3 = 60$
$60 - 1 = 59$
$19 \times 3 = 59$

Can you explain his mistake and correct the diagram?

Teddy has subtracted one, rather than one group of 3

He should have calculated,

$20 \times 3 = 60$

$60 - 1 \times 3 = 57$

Here are three number cards.

| 21 | 42 | 38 |

Dora, Annie and Eva choose one of the number cards each.
They multiply their number by 5
Dora says,

> I did 40 × 5 and then subtracted 2 lots of five.

Annie says,

> I multiplied my number by 10 and then divided 210 by 2

Eva says,

> I halved my 2-digit number and doubled 5 so I calculated 21 × 10

Which number card did each child have?
Would you have used a different method to multiply the numbers by 5?

Dora has 38

Annie has 21

Eva has 42

Children can then discuss the methods they would have used and why.