



## Multiplication Home Information Sheet

### First Level (b)



*I have used multiplication when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a*

*I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.*

*MNU 1-15a*

*When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b*

*Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13a*

*I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a*

Over the next few weeks we are going to be learning to:

- Recognise and be able to use mathematical notation:  $x$ ,  $=$
- Know and understand that the  $=$  sign signifies balance in a number sentence
- Appreciate that calculations can be represented horizontally and vertically
- Develop an understanding of the relationships between numbers and that they are the inverse of each other e.g.  $3 \times 6 = 6 \times 3$ .  $3 \times 6 = 18$ .  $18 \div 6 = 3$ .
- Understand and be able to use vocabulary associated with multiplication, e.g. groups, times, equals
- Understand that a picture or symbol can be used to represent the missing number in an equation
- Explore patterns with the 2, 3, 5 and 10 multiplication tables
- Identify rules being used to devise simple number patterns and use them to continue the sequence

Here are some ideas of how you can help me at home!

**Legs!** Ask children to count the number of legs of each of the things below in their home and record each as a number sentence:

- legs of tables in my home, e.g.  $3 \times 4 = 12$  (3 tables with 4 legs = 12 legs)
- legs of people in my home
- legs of cats, dogs or other 4-legged animals, in my home.

**Coin counting** Ask children to copy and continue the following patterns in two

columns. Ask them to note any patterns they see between the numbers in the two columns.

One 5p coin = 5p

One 10p coin = 10p

Two 5p coins = 10p

Two 10p coins = 20p

Three 5p coins = ?

**Tables puzzle** Ask children to write out one of the times-tables in order, without the answers, and then cut out each question to create a puzzle. On the back of each question, e.g.  $3 \times 8$ , they write the answer, e.g. 24. Children can use the puzzle cards to test their knowledge of the answers to table facts or of the question that produces a particular answer.

Here are some websites that you may find useful to use with me!

Fish Shop - <http://www.multiplication.com/games/play/fish-shop>

Pizza Pizzazz - <http://www.multiplication.com/games/play/pizza-pizzazz>



CLARKSTON