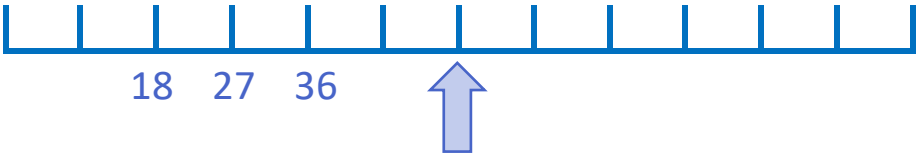
REHEARSE

I have noticed that: the sequence counts in multiples of eight.
there are twelve equal sections, and each one is worth eight
the sequence represents the multiplication table of eight

I think that: the blue arrow is pointing to **72 because this is the 9th multiple of eight**. The multiplication fact is **9 x 8 = 72** and a division fact is **72 ÷ 9 = 8**

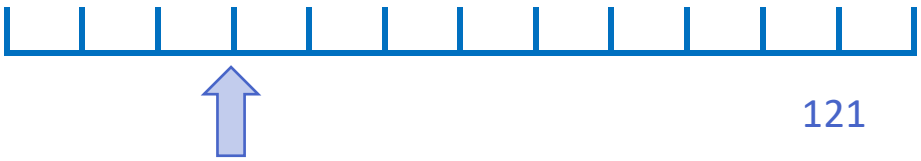


I have noticed that: the sequence counts in multiples of 9.
there are twelve equal sections and each one is worth nine.
the sequence represents the multiplication table of nine.

I think that: the blue arrow is pointing to **54 because this is the 6th multiple of nine**. The multiplication fact is **6 x 9 = 54** and a division fact is **54 ÷ 9 = 6**

APPLY AND EXPLORE

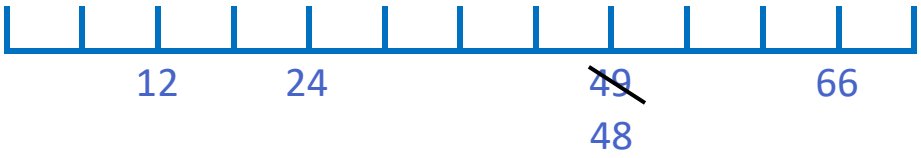
This sequence represents a multiplication table. What amount is the blue arrow pointing to? Explain your answer.



I have noticed that: the sequence counts in multiples of 11 because I know that 121 is the 11th multiple of eleven.
there are twelve equal sections and each one is worth eleven.
the sequence represents the multiplication table of eleven.

I think that: the blue arrow is pointing to **33 because the 3rd multiple of eleven is 33.** The multiplication fact shown by the arrow is **3 x 11 = 33** and a division fact is **33 ÷ 11 = 3.**

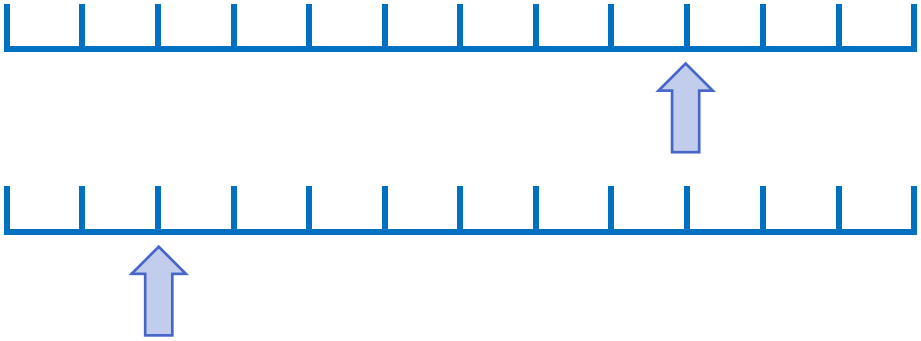
Douglas has written a sequence to represent a multiplication table, but he has made a mistake. Explain how you know which mistake he has made and correct it.



I know that *the sequence counts in multiples of 6 because I know that 2 x 6 = 12, 3 x 6 = 18 and 4 x 6 = 24. This means that each section represents 6 so overall, the line represents the multiplication table of six.*

I think that *66 is correct because it is the 11th multiple of 6. The mistake that Douglas has made is 49. This should be 8 x 6 as it is the 8th multiple of 6 which equals 48 and not 49.*

Both of these sequences represent <u>different</u> multiplication tables up to 12 x 12. The blue arrows are pointing to the <u>same</u> number. What is that number? Explain your answer.



I have noticed that *in the first sequence, the arrow is pointing to the 9th multiple and in the second sequence, the arrow is pointing to the 2nd multiple.*

I think that *both of the arrows are pointing to 18 because 9 x 2 = 18 and 2 x 9 = 18. This means that 18 ÷ 2 = 9 and 18 ÷ 9 = 2 which means that the first sequence is showing multiples of 2 and the second sequence is showing multiples of 9.*

APPLY AND EXPLORE

It takes Laura 6 minutes to walk to school each day and 6 minutes to walk back home. If she did that every day for 5 days, how much time has she spent walking?

I know that 6 minutes + 6 minutes = 12 minutes which means that Laura walks for 12 minutes each day. 12 minutes x 5 = 60 minutes so Laura spends 60 minutes walking. You would get the same answer if you multiplied 6 minutes by 5 (30 minutes) and then doubled it.

Harry walks to school and back every day for 5 days and he spends 50 minutes walking overall. How long does it take him to get to school each day?

I know that 5 x 10 = 50 which also means that 50 minutes ÷ 5 = 10 minutes every day. As Harry spends 10 minutes walking to school and back each day, this means it can de divided by two which equals 5 minutes each way. This means that it takes Harry 5 minutes to walk to school.