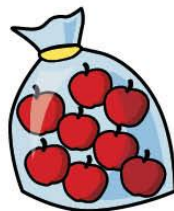


Multiply by 8

I Complete the sentences.

a)



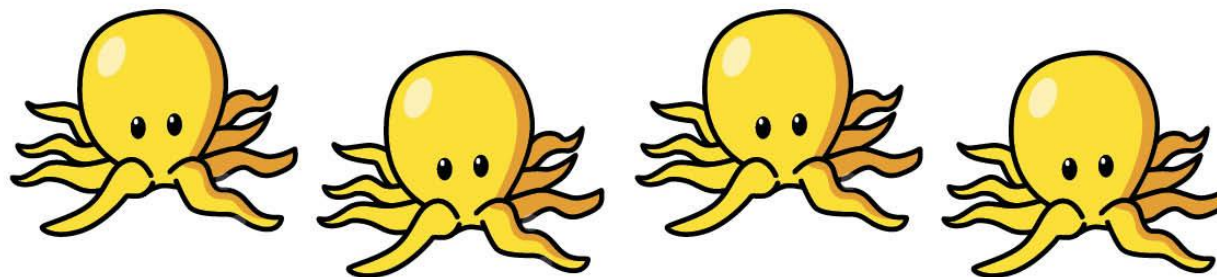
There are bags of apples.

There are apples in each bag.

There are apples in total.

1

b)



There are octopuses.

There are arms on each octopus.

There are arms in total.



2

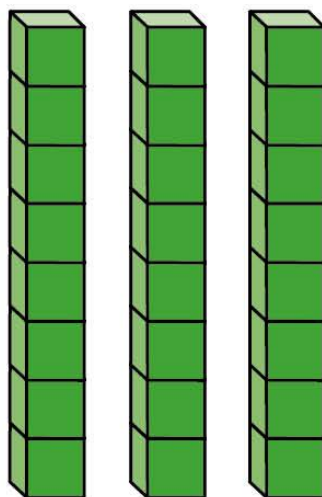
Use counters to represent 2×8

Draw your representation.

3 Work out how many cubes there are in total.

Complete the multiplication sentences.

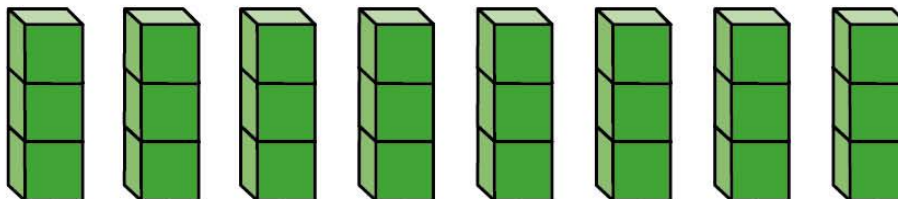
a)



$$\square \times \square = \square$$

3

b)

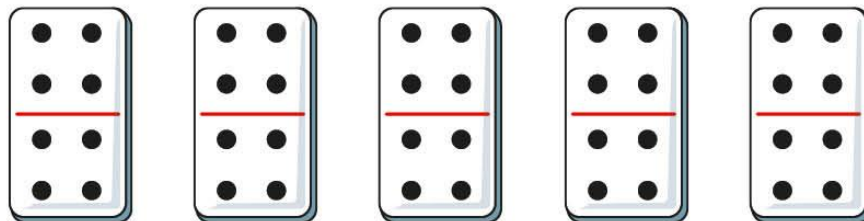


$$\square \times \square = \square$$

What is the same about your answers? What is different?



4 How many dots are there in total?

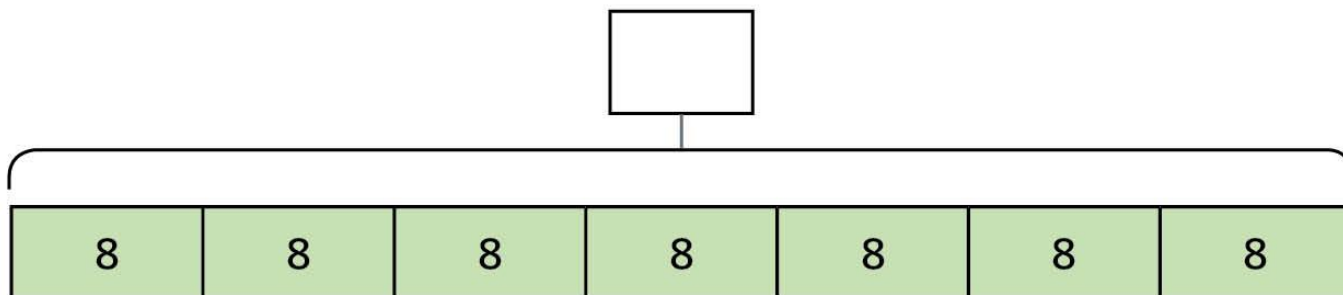


$$\square \times \square = \square$$

How many different ways can you work this out?



5



a) What multiplication is represented by the bar model?

$$\square \times \square$$

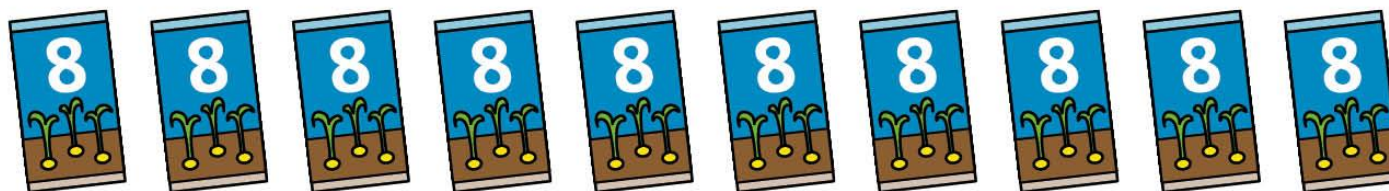
b) Label the bar model with the whole.

c) Draw a bar model to represent 3×8

A large, empty rectangular box with a thick orange border, intended for the student to draw a bar model representing the multiplication 3×8 .



6 Whitney has 10 packets of seeds.



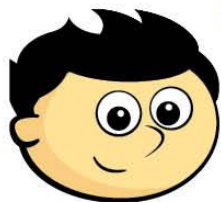
a) How many seeds does Whitney have in total?

b) Ron has 4 fewer packets than Whitney.
How many seeds does he have?



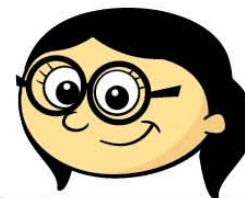
7

Jack and Annie are practising their 8 times-table.



Jack

To multiply any number by 8, you can multiply it by 4 and then double it.



Annie

To multiply any number by 8, you can double the number 3 times.

a) Who do you agree with? _____

Talk about it with a partner.

b) Use both methods to work out these multiplications.

$8 \times 4 = \square$

$8 \times 9 = \square$

$11 \times 8 = \square$

