

Your child will be learning about multiplication and division by 5 and 10 over the coming days. Your child needs to know some of the language associated with multiplication and division, such as: multiply, multiplication symbol ( $\times$ ), multiple/multiples, double, near double, two for the price of one, buy one, get one free, bigger/greater than, repeated addition, addition/multiplication sentence, division, division symbol ( $\div$ ), multiply, multiplication symbol ( $\times$ ), product, inverse, repeated subtraction, division sentence, smaller than, less than, pattern, list, grid. Much of this language was used in earlier sheets.

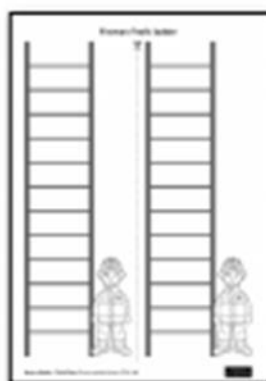
### Yo-yo counting

Ask your child to swing a yo-yo slowly. If you do not have a yo-yo, tie a beanbag to a length of string and swing it gently like a pendulum. Ask your child to count forwards in 5s in time with the yo-yo swings, beginning at 5. When s/he is confident with this activity, you can ask him/her to count forwards or backwards in 5s beginning at different numbers (e.g. 4, 12, 43).

**Variation:** Do the same activity and have your child count in 10s.

### Fireman Fred's ladder

Draw a copy of Fireman Fred's ladder on an A4 sheet of paper. It needs only 12 rungs as shown below. Draw a stick figure and cut it out to represent Fireman Fred.



PCM 46

Your child can use the ladder to help him/her with multiples in the following activity. This activity shows the connection between multiplication and division. One is the inverse (opposite) of the other. The aim of this activity is to gain confidence and speed in working with multiples of tables 5 and 10. Fireman Fred will ascend each rung

of the ladder as your child provides the next multiple from a particular table by counting on. He will descend the ladder as your child provides the next multiple from a particular table by counting back. Call out a number that is a multiple of 5 or 10, e.g. call out 45 from the 5 times table.

Your child should start at 5 and then call out 10, 15, and so on up to 45. Ask your child to 'climb' down the ladder by calling out in turn the multiples for 5 in descending order, e.g. 40, 35, 30, and so on down to zero.

### Calculator fun!

Ask your child to enter  $10 + = = = = =$  on a calculator to show counting in 10s (repeated addition).

Alternatively, press  $100 - 10 = = = = =$  to show counting back in 10s (repeated subtraction). The same activity can be carried out for counting in 5s.

**Variation 1:** Ask your child to enter higher numbers on a calculator and count up or back in 5s or 10s, e.g.  $120 + 5 = = = = =$  or  $250 - 10 = = = = =$ .

**Variation 2:** Ask your child to enter numbers on a calculator that do not end in 5 or zero and to count up or back in 5s or 10s,

e.g.  $8 + 5 = = = = =$  or  $99 - 10 = = = = =$ .

### Memory – Multiplication by 5 and 10

For this game you will need a deck of cards. Remove all of the court (picture) cards from the pack. The ace = 1. This game is best played by two players. Place the cards randomly face-down on the table. Player A picks two cards. If s/he can show a multiplication number sentence for 5 or 10 with the two cards, s/he gets to keep them, e.g. 5 and 8 = 40 (i.e.  $5 \times 8$ ), 3 and 5 = 15, 10 and 4 = 40, 9 and 5 = 45, 8 and 10 = 80, etc. Player B takes a turn and so on. The player with most cards at the end of the game wins.

### 5 and 10 on the hundred square

Ask your child to place a counter on the number 5 and on all of the multiples of 5 up to 100. Ask your child to say each multiple as s/he places a counter. Next, ask your child to remove the counters, starting at 100 and to say each multiple as s/he removes a counter. You can now do the same activity for multiples of 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

PCM 1