

2) a) $50 \times 1 = 50$, $50 \times 4 = 200$, $50 \times 5 = 250$, $50 \times 3 = 150$, $50 \times 7 = 350$, $50 \times 2 = 100$,
 $50 \times 6 = 300$, $50 \times 9 = 450$

b) Children should notice that the multiples of 50 have the same digits as the corresponding multiples of 5 but that the multiples of 50 are ten times bigger. They may explain that this is because 50 is 10 times bigger than 5. They may answer that the multiples of 50 are 'the same but with a 0 on the end'; this would be an opportunity to correct this common place value misconception.

1) a)

175m	300m	200m	275m	280m	450m	550m	320m
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b) Multiples of 50 must have a 0 in the ones column and either a 5 or 0 in the tens column.

2)

Start p	200	250	300	325	470
50	150	415	350	390	415
105	100	110	400	840	850
175	540	450	460	800	900
455	500	605	700	750	950
555	550	600	650	675	Finish 1000

1) a) Agnes and Jani are correct.

b) Jay has counted too many fifties – 400 will be the 6th number he reaches and 500 will be the 8th. Sunil has misunderstood and thinks that any numbers with a 0 and a 5 must be multiples of 50 – he has not realised that multiples of 50 must have 5 or 0 in the tens column and 0 in the ones column.



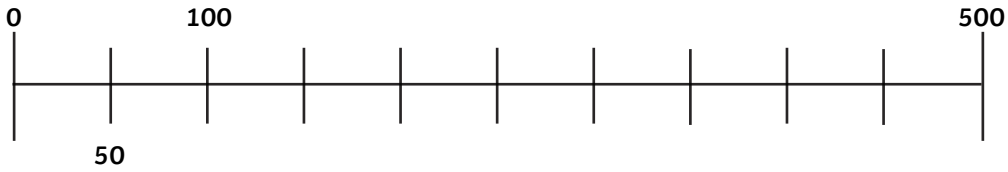
2) a) 18

b) 14 (50, 100, 150, 250, 300, 350, 450, 500, 550, 650, 700, 750, 850, 900)

c) 9 (each hundred)



1) Count in 50s to complete the number line:



2) a) Use the number line to help you complete the following:

$50 \times 1 = \square$

$50 \times 4 = \square$

$50 \times 5 = \square$

$50 \times 3 = \square$

$50 \times 7 = \square$

$50 \times 2 = \square$

$50 \times 6 = \square$

$50 \times 9 = \square$

b) What do you notice about the answers? Can you spot a pattern?



3) Fill in the missing numbers:

a)

50		150	200		300
----	--	-----	-----	--	-----

b)

200	250			400	
-----	-----	--	--	-----	--

c)

550	500			350	
-----	-----	--	--	-----	--

d)

300		200	150		50
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e)

450		550			700
-----	--	-----	--	--	-----



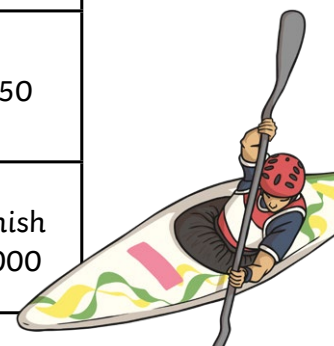
- 1) a) A group of friends are on a rafting trip. There are signs posted every 50m along the river to show them where they can get off safely. Count in 50s and circle the distances along the river that would have a sign posted.

175m	300m	200m	275m	280m	450m	550m	320m
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- b) How did you know which numbers were multiples of 50? Write a rule for spotting multiples of 50.

- 2) Count in 50s to find the correct route through these rapids from start to finish. You can move in any direction, including diagonally, but each number you move through must be the next one in the sequence.

Start 0	200	250	300	325	470
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105	100	110	400	840	850
175	540	450	460	800	900
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555	550	600	650	675	Finish 1000





1)

If I start at 100 and count forward in 50s, the 6th number I will reach is 500.

If I start at 800 and count backwards in jumps of 50, I will have to count down 16 jumps to get to 0.

If 5×6 is 30, then 50×6 must be 300.

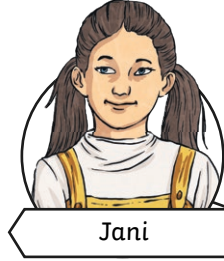
If I start at 0 and count in 50s, I will read 520 because 520 has a 0 and a 5.



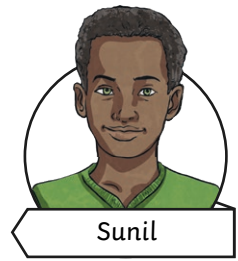
Jay



Agnes



Jani



Sunil

a) Which children do you agree with? _____

b) Explain the mistakes that some children made.

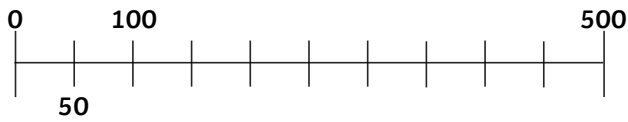
2) There are some canoes in a boat race. They are numbered in multiples of 50, starting at 50 and ending at 900.

a) How many canoes are in the race in total? _____

b) How many canoes will have an odd digit in their number? _____

c) How many canoe numbers will have a 0 in the tens column? _____

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a) Use the number line to help you complete the following:

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b) What do you notice about the answers?
Can you spot a pattern?



2) Fill in the missing numbers:

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b)

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c)

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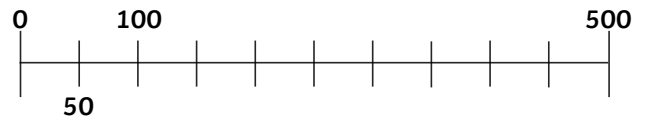
d)

300		200	150		50
-----	--	-----	-----	--	----

e)

450		550			700
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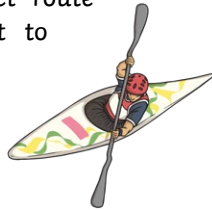
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1)



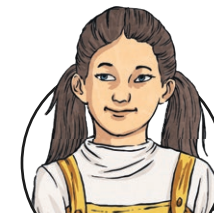
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