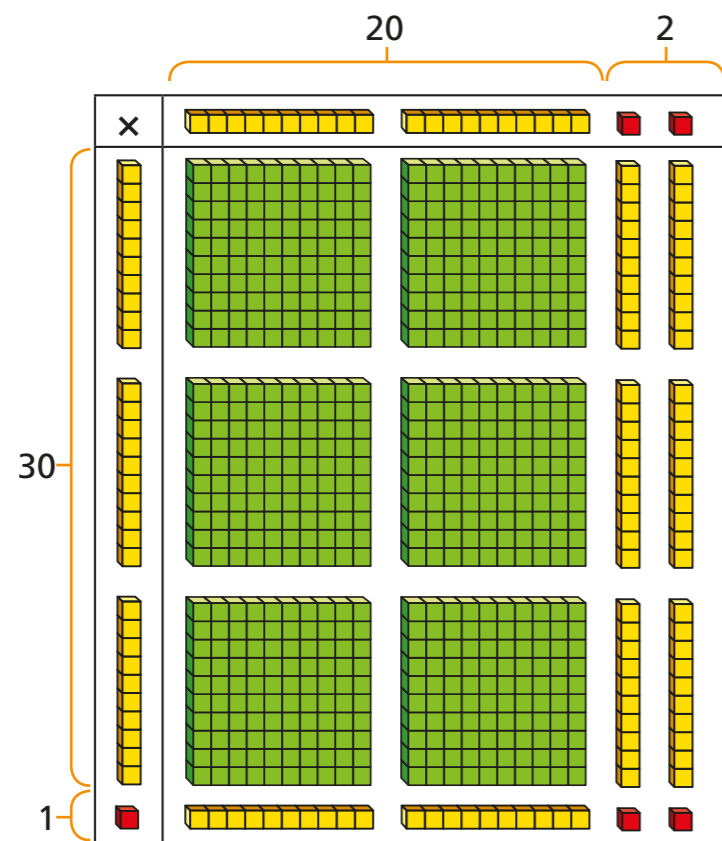


Multiply 2-digits (area model)

1 Kim is using base 10 to work out 31×22
Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

$31 \times 22 =$

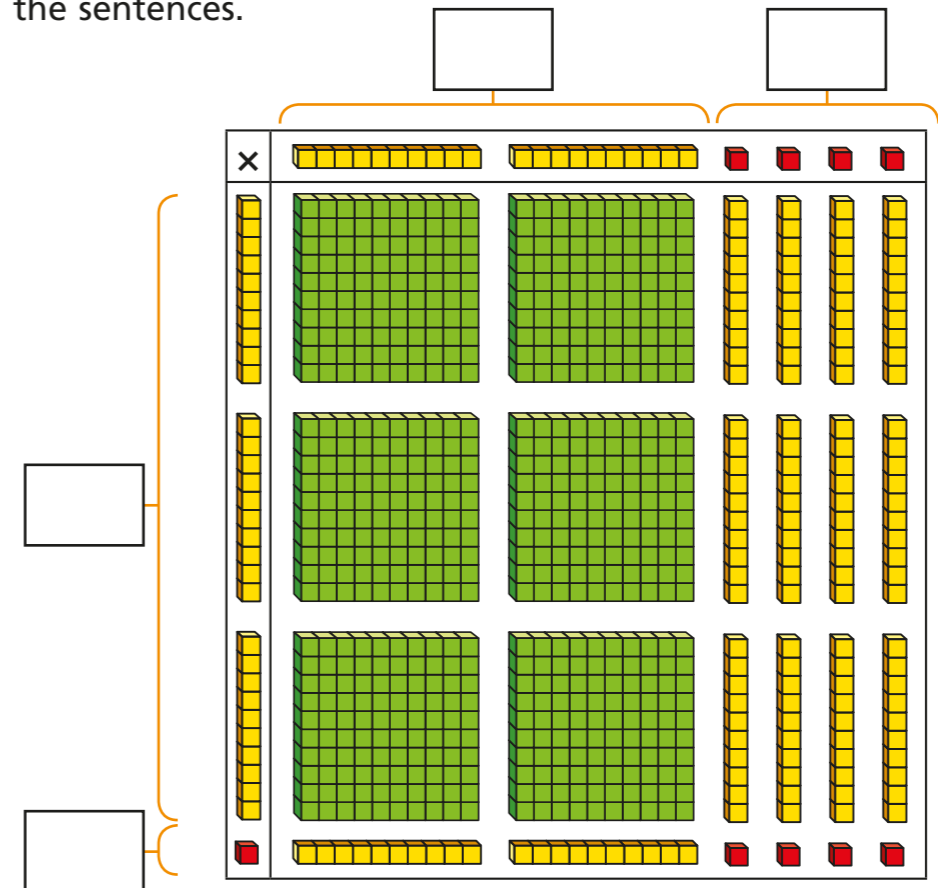
2 Use base 10 to work out the multiplications.

a) $12 \times 14 =$

b) $23 \times 13 =$

3 Amir is using base 10 to calculate 31×24

a) Add the missing information to the area model and complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

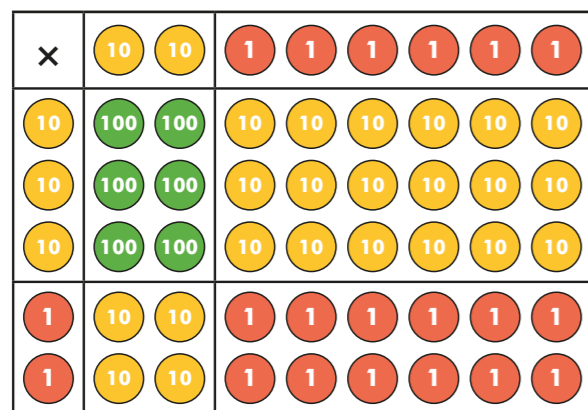
$31 \times 24 =$

4 Use base 10 to work out these multiplications.

a) $25 \times 15 =$

b) $36 \times 12 =$

- 5 Use the place value counters to complete the multiplication grid and sentence.



×	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a) $28 \times 14 = \square$

×	20	8
10		
4		

c) $35 \times 22 = \square$

b) $27 \times 16 = \square$

×		

d) $45 \times 36 = \square$

- 7 Complete the multiplications.

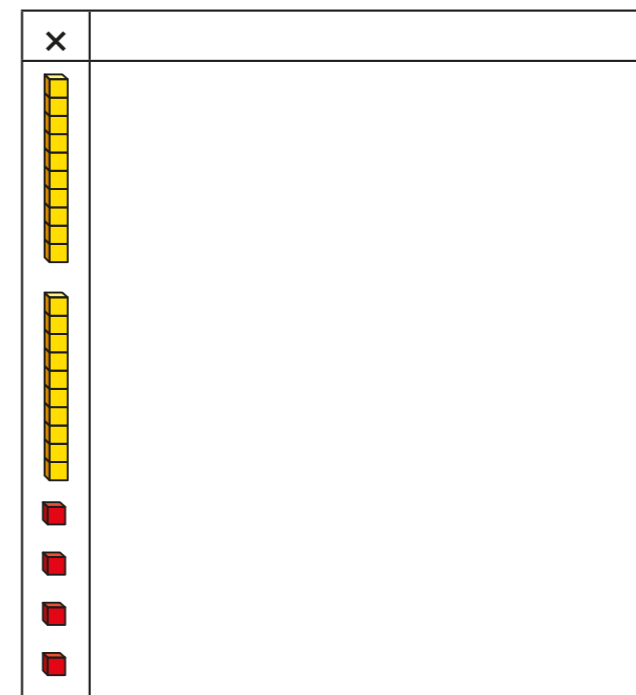
$21 \times 24 = \square$

$31 \times 25 = \square$

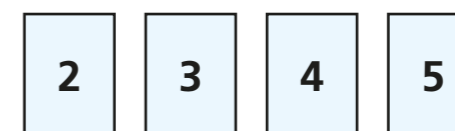
$18 \times 26 = \square$

8 $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

How many products are there between 1,000 and 1,500?