

# YEAR 3



Keep going with all the fantastic learning you are doing. We know it is difficult, but it is so important that you keep working on your skills. We have enjoyed speaking with you and your parents and hearing about what you are doing at home during this different time. We have heard lots about the books you are reading, the amazing artwork being created and the lovely activities you are partaking in as families. Keep finding the time to enjoy time with your family as well as continuing with your learning.

Mr Mills    Mrs Marks    Miss Davenport

## EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>. Watch the video and then try the questions linked to it. For most of the questions, they can be printed out or written down. This is 30-40 minutes work.

Hit the Button – 15-20 - <https://www.topmarks.co.uk/maths-games/hit-the-button> and use Mathletics to support the learning on White Rose- questions will be set linked to these videos.

Read for at least 15 minutes and complete an English task.

## Additional tasks for this week (04/05/20)

<u>English and Science</u>	<u>Topic</u>
<p><b><u>The Body</u></b> <b><u>Monday</u></b> <a href="https://www.pobble365.com/expecto-patronum/">https://www.pobble365.com/expecto-patronum/</a> Imagine you are a wizard using the Expecto Patronum spell to create an animal guardian. Use the above link to give you an idea. Create your own guardian creature. It must have bones and muscles. Think about how it looks and how it might move around. Draw your creature and label its bones and muscles. For each label, write a descriptive sentence about that part using expanded noun phrases. <a href="https://www.youtube.com/watch?v=WhEoRVNjFDs">https://www.youtube.com/watch?v=WhEoRVNjFDs</a> Remember this song? <b><u>Tuesday</u></b> Using coordinating conjunctions or subordinating conjunctions, write sentences about the creature you designed yesterday. Every sentence you write must include at least one conjunction. If you are struggling watch the video to give you some inspiration. <a href="https://www.youtube.com/watch?v=2Njmx-UuU3M">https://www.youtube.com/watch?v=2Njmx-UuU3M</a> <b><u>Wednesday</u></b> Imagine your creature could talk. What would they say? Remember how to use inverted commas? Write a conversation between your creature and Mr Wolf from the picture below. Use the dialogue sheet to help you. <a href="https://www.pobble365.com/mr-wolf/">https://www.pobble365.com/mr-wolf/</a> <b><u>Thursday/Friday</u></b> Write an information text about your creature (look at the example below). You can present the information in any way that you want to or do it the same as the example below. Tell us about where your animal's body. You can make up anything you want to about it. Use the subheadings from the example to help you or think of your own. Also, try to include some of the skills we have tried this week (expanded noun phrases or conjunctions).</p>	<p>During the week, please complete at least one of the following activities-</p> <p><b><u>Art</u></b> Choose an animal you would like to try and draw. Again, look carefully at the shapes and angles in that animal. Draw it each day to try to improve it.</p> <p><b><u>DT</u></b> Make your creature out of things from around the house. It could be made from anything around your house or garden. See the examples below.</p> <p><b><u>GEOGRAPHY</u></b> Draw a map of your house or garden and hide different named bones for your family to find using your map.</p> <p><b><u>French</u></b> Learn animal names in French. On Education City, go to the Monkey section and find the Pet Description learning in the Thinkits area. You can learn the names of pets and other animals as well. <a href="https://www.educationcity.com/">https://www.educationcity.com/</a></p> <p>Keep getting creative with your own inventions or ideas and post them to Twitter@oldburypark.</p>

# SPaG Knowledge Organiser: Expanded Noun Phrases

**Key Vocabulary**

**noun:** A naming word for things, animals, people, places and feelings. Can be a common noun, proper noun, concrete noun, abstract noun or a collective noun.

**comma:** A punctuation mark used in a sentence to mark a slight break between different parts of a sentence or to separate clauses. Commas can be used to separate items in a list.



**expanded noun phrase:** A noun phrase expanded by the addition of modifying adjectives, nouns or preposition phrases.

**adjective:** A word which describes a noun.

**prepositional phrase:** A phrase which usually includes a preposition, a noun or pronoun and may include an adjective. It does not include a verb. An example would be 'beneath the duvet'.

**Starting Out!**

First, choose the **noun** you are going to be writing about. Be specific with your noun, e.g. instead of choosing the noun 'bird', choose 'sparrow'.

sparrow      troll

**Describe It!**

Now, think of adjectives or modifying nouns to describe the noun you have chosen and create an **expanded noun phrase**, e.g.


an **ugly** troll  
the **small, frail** sparrow  
my **maths** teacher

TOP TIP: If you are adding more than one adjective, use a comma to list them.

**Extend It!**

To make your expanded noun phrase even better, you could extend it with a **prepositional phrase**, e.g.

an ugly troll under the bridge  
the dark, scary cave beyond the forest  
the strong, brave hero with the bronze helmet



**Become an Expert!**

To become a noun phrase expert, you must now **level-up your adjectives** by trying to find more **ambitious synonyms** for them, e.g.

a repulsive troll under the bridge  
the murky, intimidating cave beyond the forest  
the muscular, valiant hero with the bronze helmet

**Congratulations - you have reached expert status!**

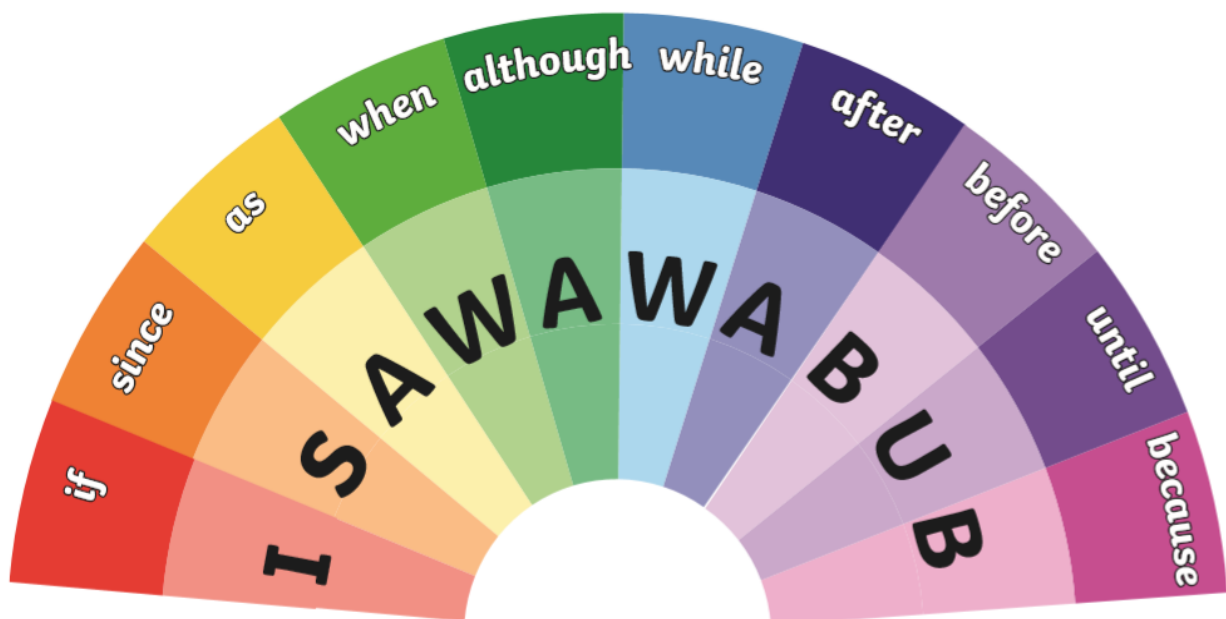
**Try to remember...**

Don't use too many adjectives in your noun phrases, especially when the adjectives that you have chosen mean the same thing, e.g. 'the soggy, wet boot' would sound more effective as just 'the soggy boot'.



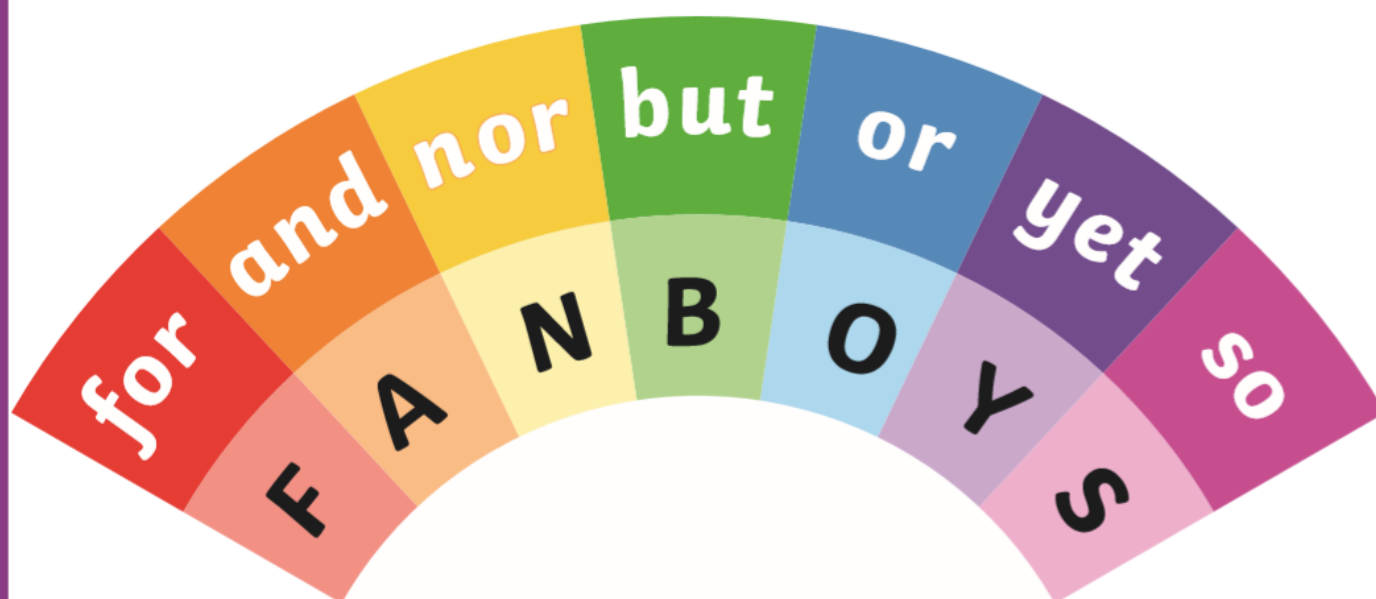
## Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



# Co-ordinating Conjunctions

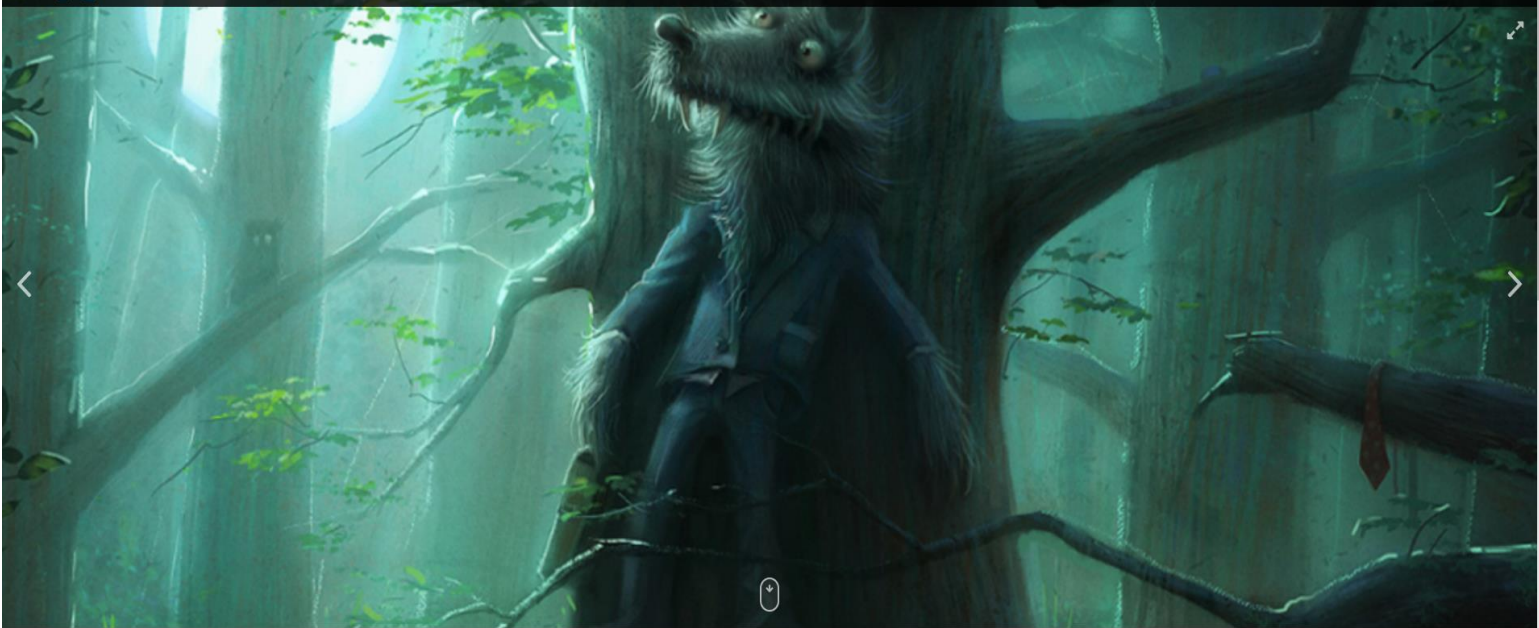
There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



## SPaG Knowledge Organiser: Writing Dialogue

Key Vocabulary	Starting Out!	Use It!	Extend It!
<p><b>inverted commas:</b> Punctuation marks - " " - used to demarcate direct speech in a sentence.</p> <p><b>direct speech:</b> A sentence where the exact words spoken are represented and shown in inverted commas.</p> <p><b>dialogue:</b> A conversation or speech that is written down as part of a piece of narrative text.</p>	<p>Recognising what is being said.</p> <p>If Caleb told me that he wanted an ice cream, Caleb could say the words:</p> <p>I want an ice cream.</p>	<p>Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using <b>inverted commas</b>, a <b>capital letter</b> to introduce the speech, a piece of <b>punctuation</b> at the end of what is being said and a <b>reporting clause</b> to tell the reader who is speaking.</p> <p><b>"I want an ice cream," Caleb told me.</b></p>	<p>To create an extended piece of <b>dialogue</b>, you will now need to include a response to what the previous speaker has said.</p> <p>Each time a new person speaks, use a new line.</p> <p>"I want an ice cream," Caleb told me.</p> <p>"Well, you can't have one!" I snappily replied.</p> <p>"Why not?"</p> <p>"Mum told you that you can't have a snack before your lunch," I explained.</p> <p>In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.</p>
<p><b>Try to remember...</b> Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.</p>	<p><b>Become an Expert!</b></p> <p>To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:</p> <p>Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"</p> <p>"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.</p> <p>"Can you please," I reiterated, "stop irritating me!"</p> <p><b>Congratulations – you have reached expert status!</b></p>		





May 2nd

Mr. Wolf

Photo courtesy of Gediminas Pranckevicius www.gedomenas.com

## Information Text Example

THE RHOSTRICHDILE

What's On The Menu  
Generally the Rhostrichdile will eat anything if hungry and lots of it! It's large stomach can digest the toughest of skins by producing acid to dissolve it.

Although this is a peculiar looking mammal it is one of the fiercest predators in the world. It lives deep in jungle forests so it is rarely seen. Whilst studying this creature in South America, one scientist sadly lost his life.

Special Features

- Interestingly, the Rhostrichdile's 3 phillanges have become webbed so that it can also swim fast because it does enjoy eating sharks.
- No one knows how but its eyes are infra red and can see in the dark.
- It is a mammal but lays eggs!

Bones, Bones, Bones  
With 20 strong vertebrae, the Rhostrichdile can hold its head up high to seek out prey. Long femurs (leg bones) allow it to have a 2 metre leg span so that it can cover the ground quickly. A strong, curved rib cage protects its large heart and lungs. Very powerful jaw bones (mandibles) hold 50 razor sharp teeth and can snap through every bone.

Rabbit Ears  
Over time this creature evolved rabbit ears which help it to hear noises over 1 mile away. This is one reason it is so rarely seen.

Muscle Power  
Thick thigh muscles, as strong as The Hulk's, help it to run very fast over long distances. A green, scaly tail is made only of muscle and can skin another animal with only one blow. However, the muscles in its wings are small and weak. They are only strong enough to help it flutter up to its nest.

21/22.5.19 LO To write an information text.  
How many features can you use?





# Make a Treasure Map





# Lesson One

## Convert pounds and pence

**I** a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



£1 and 24p

 p

£2 and 24p

 p

£6 and 45p

 p

4 Write each amount in pounds and pence.

a)  $274\text{p} = \text{£} \square \text{ and } \square \text{ p}$     b)  $592\text{p} = \text{£} \square \text{ and } \square \text{ p}$

$374\text{p} = \text{£} \square \text{ and } \square \text{ p}$      $591\text{p} = \text{£} \square \text{ and } \square \text{ p}$

$474\text{p} = \text{£} \square \text{ and } \square \text{ p}$      $590\text{p} = \text{£} \square \text{ and } \square \text{ p}$



c)  $111\text{p} = \text{£} \square$  and  $\square \text{p}$

d)  $405\text{p} = \text{£} \square$  and  $\square \text{p}$

5 Annie has some coins.



a) How much money does Annie have?  $\text{£} \square$  and  $\square \text{p}$

b) What is 10p more?  $\text{£} \square$  and  $\square \text{p}$

What is 10p less?  $\text{£} \square$  and  $\square \text{p}$

c) What is 100p more?  $\text{£} \square$  and  $\square \text{p}$

What is 100p less?  $\text{£} \square$  and  $\square \text{p}$

6 What amount is represented in each box?



$\text{£} \square$  and  $\square \text{p}$



$\text{£} \square$  and  $\square \text{p}$



$\text{£} \square$  and  $\square \text{p}$

- 7 Eva empties out her money box.



How much money was in her money box? £  and  p

How did you count the coins? Compare with a partner.

- 8 a) What is the fewest number of coins you can use to represent 315p?

\_\_\_\_\_

- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

Compare answers with a partner.



## Convert pounds and pence

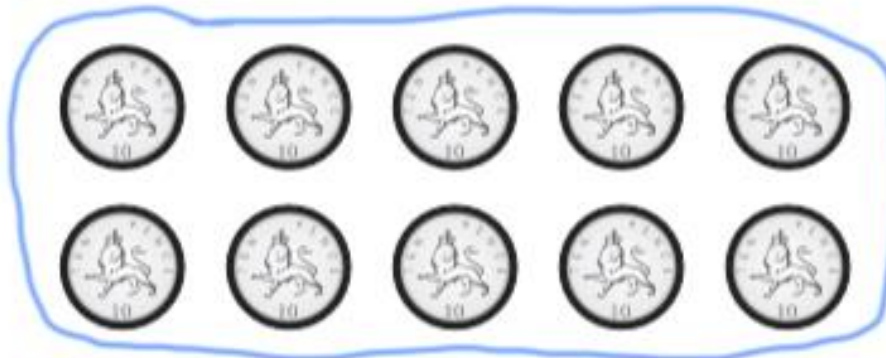
**I** a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

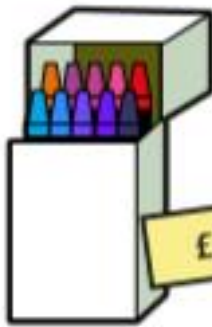
100

3 Write the price of each item in pence.



£1 and 24p

124 p



£2 and 24p

224 p



£6 and 45p

645 p

4 Write each amount in pounds and pence.

a)  $274\text{p} = \text{£ } 2 \text{ and } 74 \text{ p}$     b)  $592\text{p} = \text{£ } 5 \text{ and } 92 \text{ p}$

$374\text{p} = \text{£ } 3 \text{ and } 74 \text{ p}$      $591\text{p} = \text{£ } 5 \text{ and } 91 \text{ p}$

$474\text{p} = \text{£ } 4 \text{ and } 74 \text{ p}$      $590\text{p} = \text{£ } 5 \text{ and } 90 \text{ p}$



c)  $111\text{p} = \text{£ } \boxed{1} \text{ and } \boxed{11} \text{ p}$

d)  $405\text{p} = \text{£ } \boxed{4} \text{ and } \boxed{5} \text{ p}$

5 Annie has some coins.



a) How much money does Annie have?  $\text{£ } \boxed{3} \text{ and } \boxed{6} \text{ p}$

b) What is 10p more?  $\text{£ } \boxed{3} \text{ and } \boxed{16} \text{ p}$

What is 10p less?  $\text{£ } \boxed{2} \text{ and } \boxed{96} \text{ p}$

c) What is 100p more?  $\text{£ } \boxed{4} \text{ and } \boxed{6} \text{ p}$

What is 100p less?  $\text{£ } \boxed{2} \text{ and } \boxed{6} \text{ p}$

6 What amount is represented in each box?



$\text{£ } \boxed{5} \text{ and } \boxed{5} \text{ p}$



$\text{£ } \boxed{4} \text{ and } \boxed{5} \text{ p}$



$\text{£ } \boxed{5} \text{ and } \boxed{50} \text{ p}$

- 7 Eva empties out her money box.



How much money was in her money box? £  and  p

How did you count the coins? Compare with a partner.

- 8 a) What is the fewest number of coins you can use to represent 315p?

4 coins: £2, £1, 10p, 5p

- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

E.g.



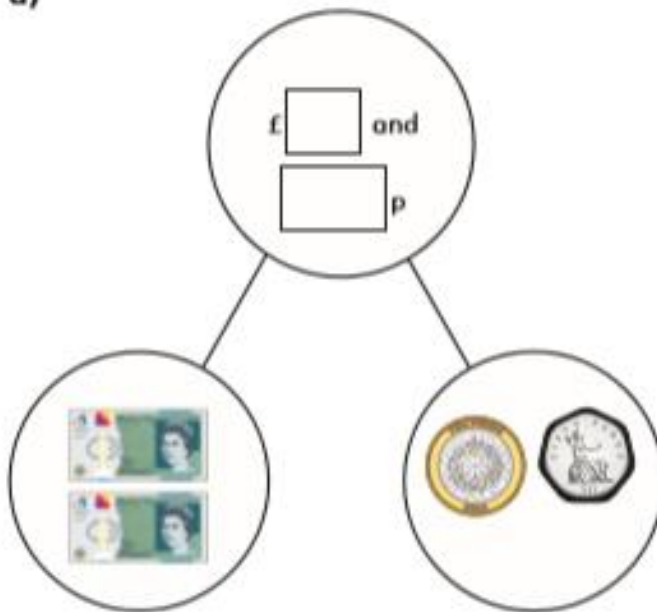
Compare answers with a partner.



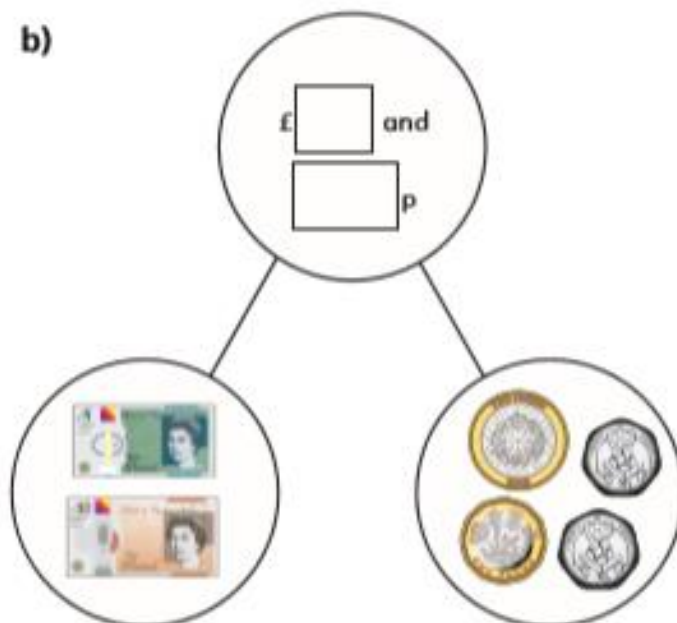
## Add money

**I** Complete the part-whole models.

a)



b)



- 2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £  and  p.

- 3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £  and  p

b) £3 and 30p + £5 and 30p = £  and  p

c) £3 and 50p + £5 and 50p = £  and  p

d) £4 and 50p + £5 and 50p = £  and  p

What do you notice?





4

Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

£  and  p

5

Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.

How much does it cost?

£  and  p

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? \_\_\_\_\_

Explain your answer.



- 6 Mo buys a cap for £6 and 50p.  
He also buys a key ring.  
He spends £10 in total.  
How much does the key ring cost?



£  and  p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



What can Eva buy?

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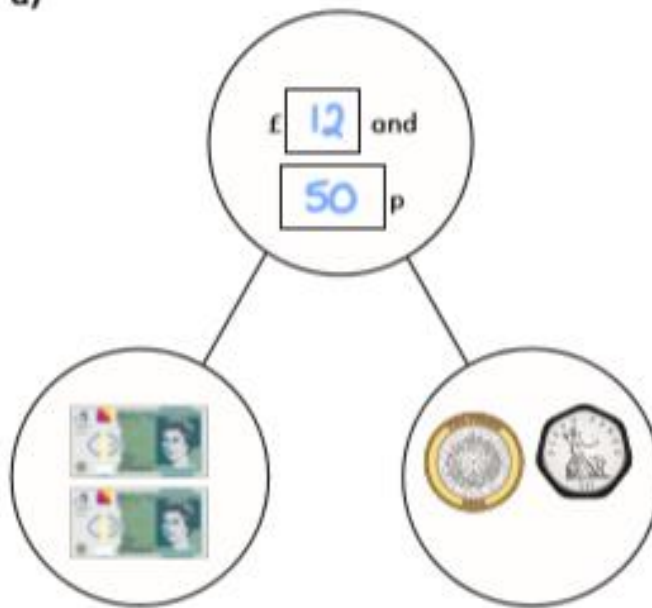
Compare answers with a partner.



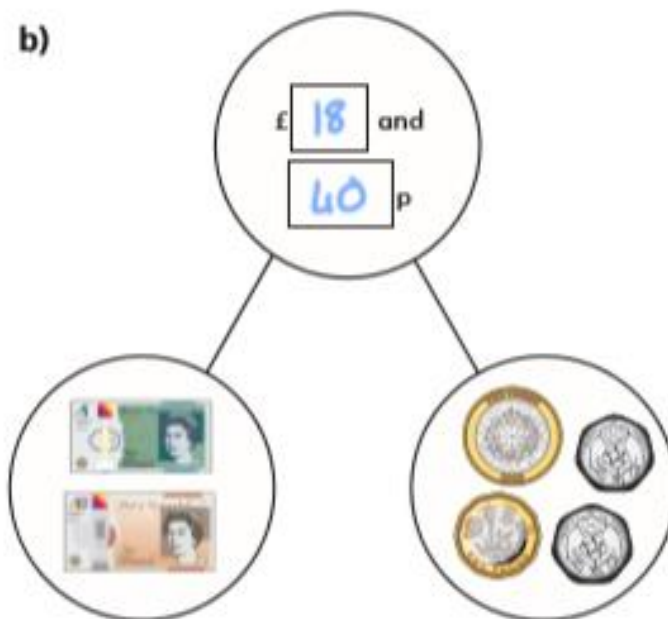
## Add money

**1** Complete the part-whole models.

a)



b)





- 2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \boxed{2} + £ \boxed{2} = £ \boxed{4}$$

$$\boxed{20} \text{ p} + \boxed{15} \text{ p} = \boxed{35} \text{ p}$$

Dora spends £  $\boxed{4}$  and  $\boxed{35}$  p.

- 3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £  $\boxed{8}$  and  $\boxed{24}$  p

b) £3 and 30p + £5 and 30p = £  $\boxed{8}$  and  $\boxed{60}$  p

c) £3 and 50p + £5 and 50p = £  $\boxed{9}$  and  $\boxed{0}$  p

d) £4 and 50p + £5 and 50p = £  $\boxed{10}$  and  $\boxed{0}$  p

What do you notice?



4

Brett has £6 and 55p.


Aisha has £2 and 55p.

How much money do they have altogether?

£ 9 and 10 p

5

Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

- a) Annie orders a tomato pizza and cheese bites.  
How much does it cost?

£ 8 and 23 p

- b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? Yes

Explain your answer.

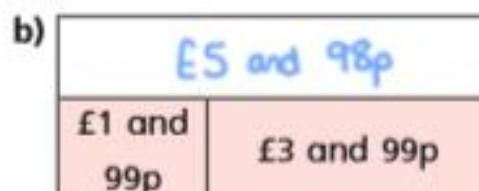


- 6 Mo buys a cap for £6 and 50p.  
He also buys a key ring.  
He spends £10 in total.  
How much does the key ring cost?



£ 3 and 50 p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



What can Eva buy?

Various answers.

Compare answers with a partner.

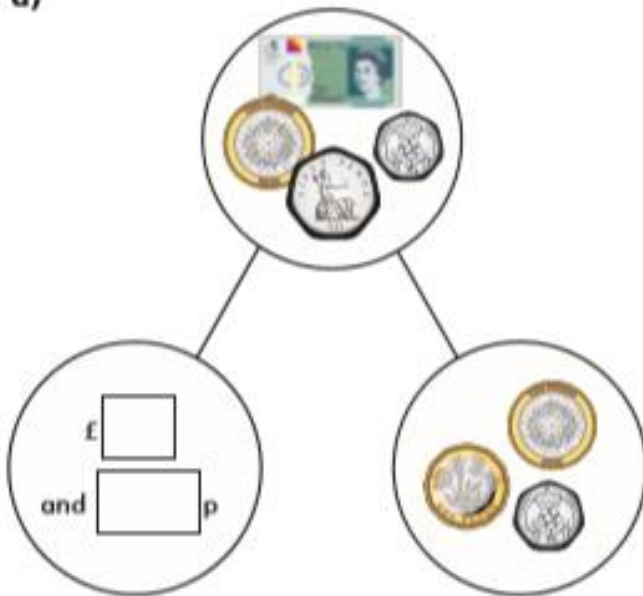


# Lesson Three

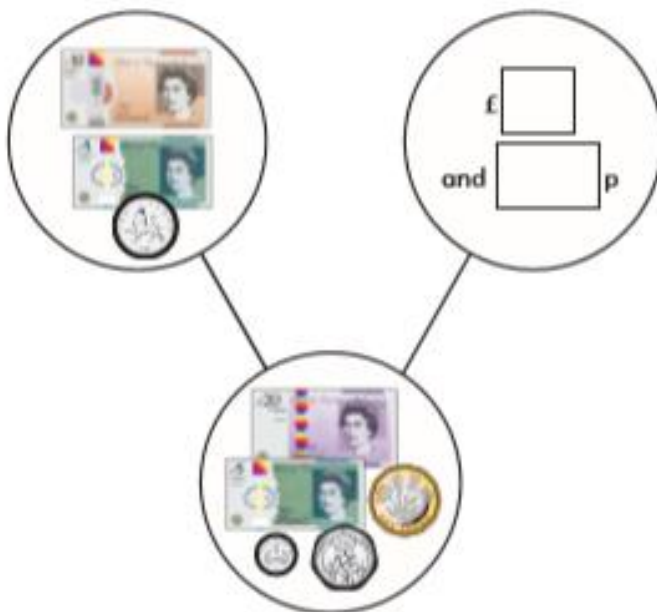
## Subtract money

**I** Complete the part-whole models.

a)



b)



- 2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.  
How much is left in his pocket?

£  and  p

- 3 Whitney has £4 and 80p.  
She buys this pair of socks.



How much money does Whitney have left?

£  and  p

4 Complete the statements.

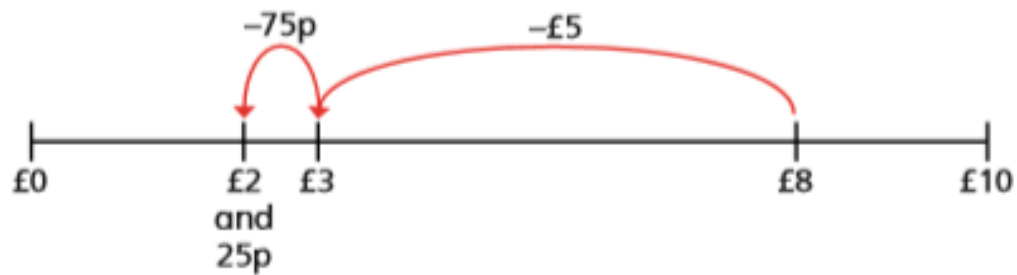
a) £8 and 65p – £5 and 25p = £  and  p

b) £8 and 65p – £5 and 65p = £  and  p

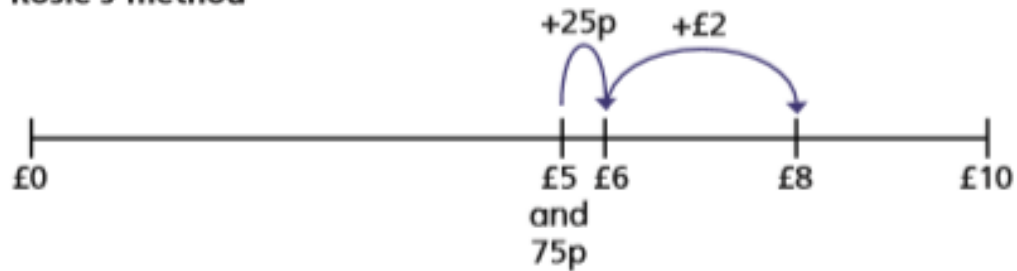
c) £8 and 65p – £8 and 30p = £  and  p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

**Amir's method**



**Rosie's method**



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? \_\_\_\_\_

Explain why.

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6 Complete the number sentences.

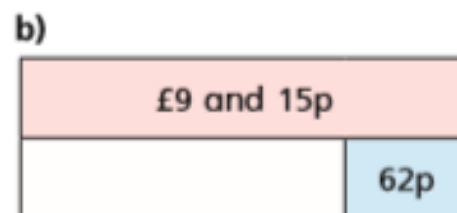
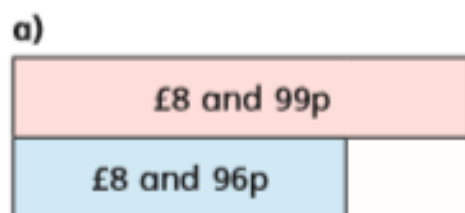
a) £3 and 50p – £1 and 20p = £  and  p

b) £3 – £1 and 50p = £  and  p

c) £6 and 15p – £2 and 85p = £  and  p

d) £8 and 7p – £3 and 54p = £  and  p

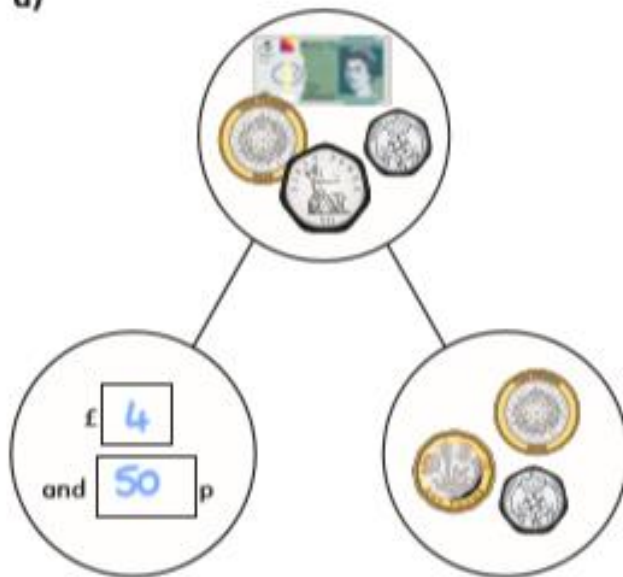
7 Complete the bar models.



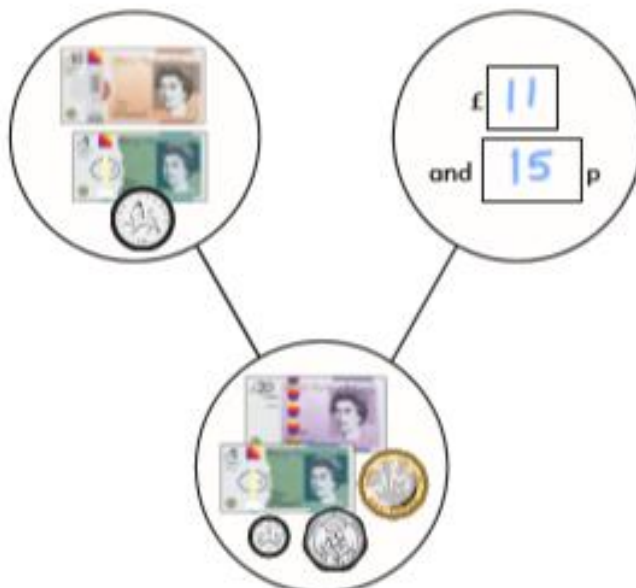
## Subtract money

**i** Complete the part-whole models.

**a)**



**b)**



- 2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ 3 and 25 p

- 3 Whitney has £4 and 80p.  
She buys this pair of socks.



How much money does Whitney have left?

£ 2 and 15 p



4 Complete the statements.

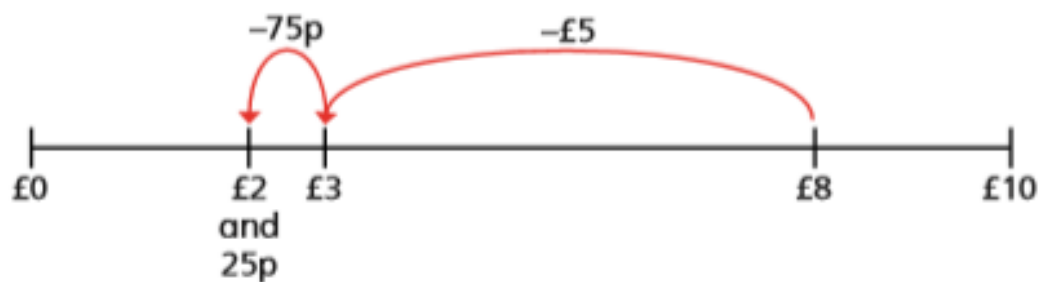
a) £8 and 65p – £5 and 25p = £  and  p

b) £8 and 65p – £5 and 65p = £  and  p

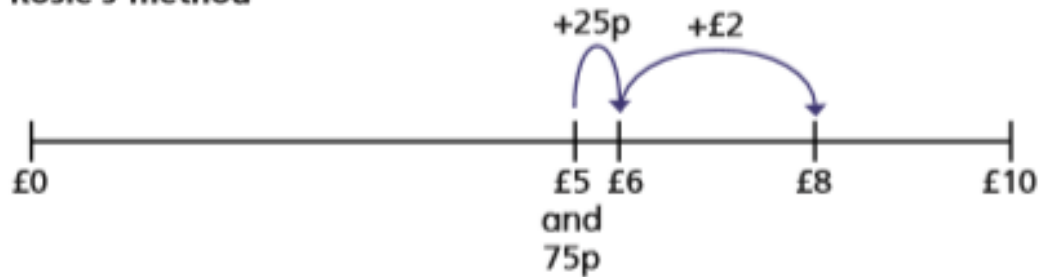
c) £8 and 65p – £8 and 30p = £  and  p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

**Amir's method**



**Rosie's method**



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? various answers

Explain why.

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6 Complete the number sentences.

a) £3 and 50p – £1 and 20p = £  and  p

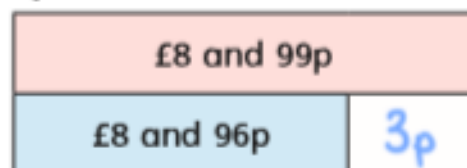
b) £3 – £1 and 50p = £  and  p

c) £6 and 15p – £2 and 85p = £  and  p

d) £8 and 7p – £3 and 54p = £  and  p

7 Complete the bar models.

a)



b)



## The 3 times-table

1 Complete the multiplications.

a)



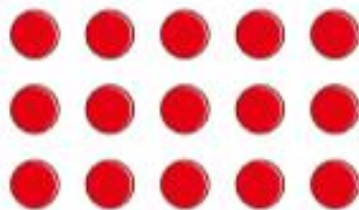
$$\square \times \square = \square$$

b)



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

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

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

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

$$\square \div \square = \square$$

$$\square \div \square = \square$$

3 Complete the number sentences.

a)  $6 \times 3 = \square$

d)  $\square \div 3 = 5$

b)  $3 \times \square = 27$

e)  $12 \times 3 = \square$

c)  $\square \div 11 = 3$

f)  $\square \times 3 = 0$

4 Complete the number sentences.

a)  $2 \times 3 = \square$

b)  $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?



5 Write  $<$ ,  $>$  or  $=$  to compare the statements.

a)  $33 \div 11 \bigcirc 3$

d)  $6 \times 3 \bigcirc 6 \div 3$

b)  $27 \bigcirc 30 \div 3$

e)  $3 \times 6 \bigcirc 18 \div 3$

c)  $9 \div 3 \bigcirc 3 \times 6$

f)  $0 \times 3 \bigcirc 3 \div 3$



- 6 Colour all the numbers in the 3 times-table.

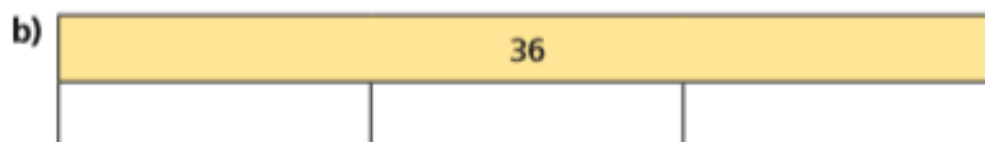
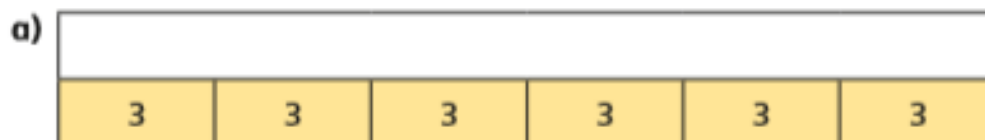


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?



- 7 Work out the missing values in each bar model.



- 8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? \_\_\_\_\_

- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$\square \times 3 = 12$	<input type="checkbox"/>	<input type="checkbox"/>

- b) What would the next multiplication be?

$$\square \times 3 = \square$$

- c) What do you notice about the products?

- d) Will the product of  $11 \times 3$  be odd or even? \_\_\_\_\_

- 10 Use the fact that  $12 \times 3 = 36$  to work out the calculations.

$$13 \times 3 = \square$$

$$3 \times 15 = \square$$

$$14 \times 3 = \square$$

$$24 \times 3 = \square$$

How did you work this out?

Did you find the answers in the same way as your partner?



## The 3 times-table

1 Complete the multiplications.

a)



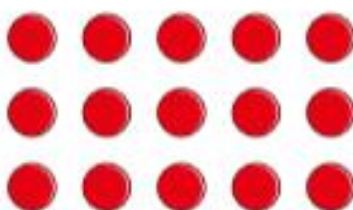
$$\boxed{8} \times \boxed{3} = \boxed{24}$$

b)



$$\boxed{3} \times \boxed{4} = \boxed{12}$$

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$\boxed{3} \times \boxed{5} = \boxed{15}$$

$$\boxed{5} \times \boxed{3} = \boxed{15}$$

$$\boxed{15} \div \boxed{3} = \boxed{5}$$

$$\boxed{15} \div \boxed{5} = \boxed{3}$$

3 Complete the number sentences.

a)  $6 \times 3 = \boxed{18}$

d)  $\boxed{15} \div 3 = 5$

b)  $3 \times \boxed{9} = 27$

e)  $12 \times 3 = \boxed{36}$

c)  $\boxed{33} \div 11 = 3$

f)  $\boxed{0} \times 3 = 0$

4 Complete the number sentences.

a)  $2 \times 3 = \boxed{6}$

b)  $6 = 3 \times \boxed{2}$

$4 \times 3 = \boxed{12}$

$12 = 3 \times \boxed{4}$

$8 \times 3 = \boxed{24}$

$18 = 3 \times \boxed{6}$

What patterns do you notice?



5 Write  $<$ ,  $>$  or  $=$  to compare the statements.

a)  $33 \div 11 \quad \boxed{=} \quad 3$

d)  $6 \times 3 \quad \boxed{>} \quad 6 \div 3$

b)  $27 \quad \boxed{>} \quad 30 \div 3$

e)  $3 \times 6 \quad \boxed{>} \quad 18 \div 3$

c)  $9 \div 3 \quad \boxed{<} \quad 3 \times 6$

f)  $0 \times 3 \quad \boxed{<} \quad 3 \div 3$



6 Colour all the numbers in the 3 times-table.

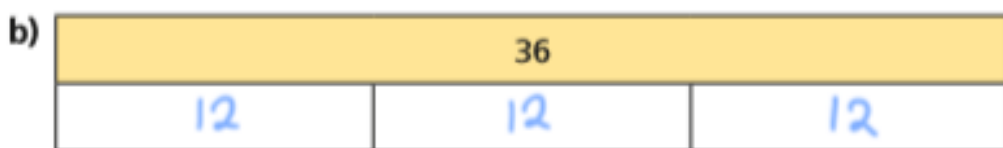
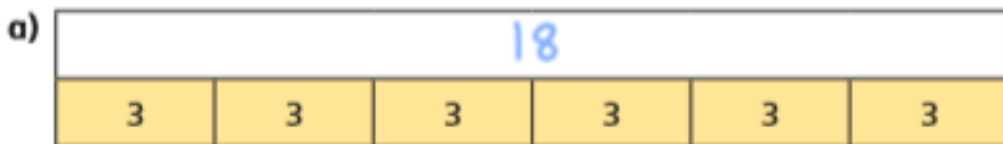


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?



7 Work out the missing values in each bar model.



8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? Eva

- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \boxed{6}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$3 \times 3 = \boxed{9}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$\boxed{4} \times 3 = 12$	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- b) What would the next multiplication be?

$$\boxed{5} \times 3 = \boxed{15}$$

- c) What do you notice about the products?

- d) Will the product of  $11 \times 3$  be odd or even? Odd

- 10 Use the fact that  $12 \times 3 = 36$  to work out the calculations.

$$13 \times 3 = \boxed{39}$$

$$3 \times 15 = \boxed{45}$$

$$14 \times 3 = \boxed{42}$$

$$24 \times 3 = \boxed{72}$$

How did you work this out?

Did you find the answers in the same way as your partner?

