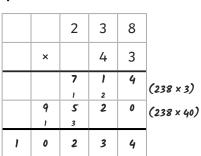
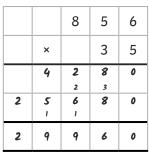
1) a) 10 234



b) 41 172

		5	6	4	
	×		7	3	
	1	6	9	2	(564 × 3)
3	9	4 2	8	0	(564 × 70)
4	1	1	7	2	
1	1	1			-

c) 29 960



(856 x 5) (856 × 30)

2) a) 34 558cm²

b) 22 230cm²

c) 73 584cm²

1) a) Laila has not used zero as a placeholder when multiplying 2 x 40. She has recorded the answer as 8 rather than 80.

(238 × 3)

		5	2	2
	×		4	4
	2	0	8	8
2	0	8	8	0
2	2	9	6	8
		\neg		

 (522×4)

(522 x 40)



b) Laila has not recorded the regrouped thousands digit following 50 x 20.

		6	5	3
	×		2	3
	1	9	5	9
1	3	0	6	0
1	5	0	1	9
	1	1		

c) When Laila added the two products together to find the total, she added all the regrouped digits as well.

		2	3	7
	×		6	2
		4	7	4
1	4 2	2	2	0
1	4	6	9	4

(522 x 4)

(522 x 40)

2) a) 20 536

b) 20 328

c) 208

1)			4	2	7
		×		3	2
			8	5	4
	1	2	8	1	0
	1	3	6	6	4

		6	5	3
	×		4	6
	3	9	1	8
2	6	1	2	0
3	0	0	3	8

2) Children may first notice that B must be 5, because it's the only number that multiplies with another number (C) to make a product that also ends in a 5. C could therefore either be 3 (3 \times 5 = 15) or 7 (7 \times 5 = 5).

Children may then notice that C + D = S, so C and D must be 2 or 3. C must therefore be 3.

C = 3, so $A \times 3 = D$. If A were 2, this would give 6, adding the regrouped 1 to make D = 7. However, in the hundreds column, $A \times C = 2 \times 3 = 6$. This does not work with the letters for the first product. Therefore, A must be 7 and D must be 2.

		7	7	5
	x		3	3
	2	3	2	5
2	3	2	5	0
2	5	5	7	5

Number	Letter
2	D
3	C
5	В
7	A