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

2) **a)** Complete these statements.

1 × 5 =	1 × 50 =
2 × 5 =	2 × 50 =
5 × 5 =	5 × 50 =
8 × 5 =	8 × 50 =

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

_____

_____

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

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

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

Jani says, "If 5 × 6 is 30, then 50 × 6 must be 300."

Sunil says, "If I start at 0 and count in 50s, I will reach 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? _____