## KS2 Problem

## Multiplication Puzzle Part II

Place digits from 1 to 9 in the boxes to make the calculation correct.
No digit can be repeated and you cannot use zero.


This is one example:


How many different ways can you do it?

## Support for Parents and Carers

Encourage your child to be methodical and systematic when trying to make all the possible multiplications. As the calculation is a two-digit number multiplied by a onedigit number which gives a two-digit answer, a useful system might be to start with the smallest value one-digit number, in this case, 1 . Children should realise that a number multiplied by 1 gives the same number, which will mean they are repeated digits, so the one-digit number cannot be 1 .

Trying the next single digit number, would mean multiplying by 2 .
Encourage children to consider a system for these numbers too, such as:
$13 \times 2=26$ ( $x$ the digit 2 is repeated)
$14 \times 2=28$ ( $x$ the digit 2 is repeated)
$15 \times 2=30$ ( $x$ there is no 0 digit)
$16 \times 2=32$ ( $x$ the digit 2 is repeated)
$17 \times 2=34(\checkmark$ no digits are repeated)
$18 \times 2=36(\checkmark$ no digits are repeated)
$19 \times 2=38(\checkmark$ no digits are repeated $)$
Children could then move onto two-digit numbers starting with 2, recognising that they cannot use any of these as the 2 would be repeated.

Children don't have to follow this system, but if they are struggling to organise their work, you could offer this as a suggestion.

## Solutions

| 17×2=34 | $16 \times 3=48$ | 13 $\times 4=52$ | $13 \times 6=78$ | $12 \times 7=84$ | 12 $\times 8=96$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $18 \times 2=36$ | $18 \times 3=54$ | 17 $\times 4=68$ |  | $14 \times 7=98$ |  |
| $19 \times 2=38$ | $19 \times 3=57$ | $18 \times 4=72$ |  |  |  |
| $34 \times 2=68$ | $26 \times 3=78$ | $19 \times 4=76$ |  |  |  |
| $38 \times 2=76$ | $27 \times 3=81$ |  |  |  |  |
| $39 \times 2=78$ | $29 \times 3=87$ |  |  |  |  |
| $43 \times 2=86$ |  |  |  |  |  |
| $48 \times 2=96$ |  |  |  |  |  |

