I will have two spare cubes if I put 32 cubes into rows of four.	
These facts are all part of one 'family' 12 x 3 = 36, 3 x 12 = 36, 36 ÷ 3 = 12 36 ÷ 12 = 3	
3 x 3 > 2 x 4	
18 ÷ 3 = 6 and 6 ÷ 3 = 2	
I know that 8 x 2 = 2 x 8 because this shows an inverse relationship.	
25 ÷ 1 = 1	
5 x 4 = 10 x 2 = 20 x 1	
2 x 4 = 8 x 3 = 24	
I will have no cubes left over if put 25 into six equal groups.	
I know that there are 13 single ones in 13, so 13 ÷ 1 = 13	
25 x 4 = 4 x 25	
Six and four are both factors of thirty.	

These facts are all part of one 'family' 11 x 3 = 33, 3 x 11 = 33, 11 ÷ 3 = 3.6 3 ÷ 11 = 0.27	
I know that 4 x 3 = 3 x 4 because multiplication is commutative.	
18 ÷ 3 = 6 ÷ 3 = 2	
1 x 12 = 2 x 6 = 3 x 4	
7 and 4 are both factors of 28	
I have more patches on my quilt than my friend. I have five rows of seven and he has eight rows of four.	
30 ÷ 6 = 6 ÷ 30	
48 x 1 = 48 and 48 ÷ 1 = 48	
When I place five tiles the same size in four rows I will use up all of my twenty tiles.	

Copy equations and expressions onto cardboard and cut into separate cards.

Students take turns to take a card and explain to others in the group, if and why the statement is a fact, or if and why it is incorrect. (True or false)
Spare (blank cards) can be used for students to create more Is it a fact? Cards to add for others to use.

OR

Print onto sheets for individual students. Have them decide Yes or No (true or false) and write about or draw a diagram in the blank adjacent space, to justify their decision.