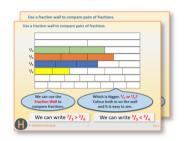
## Week 8, Day 2

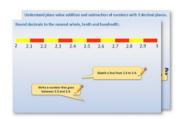
# Division as the opposite of multiplication

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.



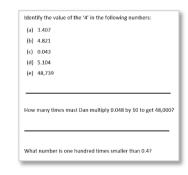
Tackle the questions on the Practice Sheet.
 There might be a choice of either Mild (easier) or Hot (harder)!
 Check the answers.



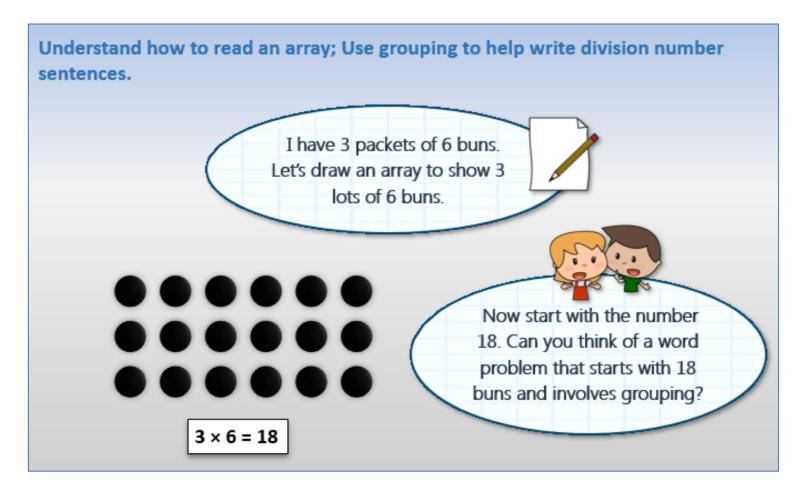
3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



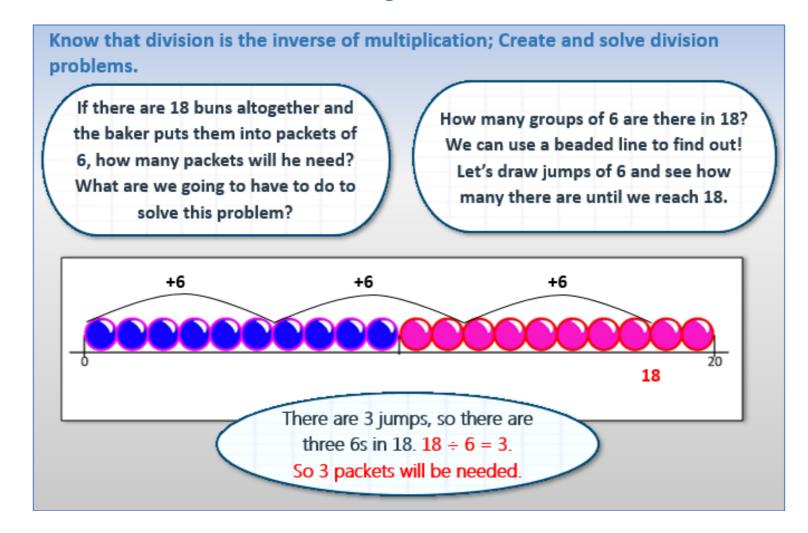
4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



## **Learning Reminders**



## **Learning Reminders**



## **Practice Sheet Mild**

# Making division word problems

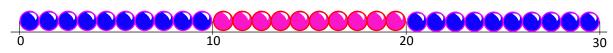
Write your own grouping word problem for the following arrays. Can you solve each one? Record your answer as a grouping (division) fact.































#### Challenge

Pick one of the arrays and write a multiplication and a division word problem for the same array.

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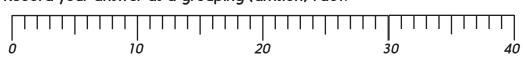
## **Practice Sheet Hot**

## Division word problems

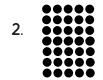
Write your own grouping word problems for the following arrays. Can you solve each one?

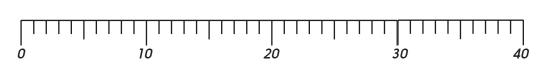
Record your answer as a grouping (division) fact.





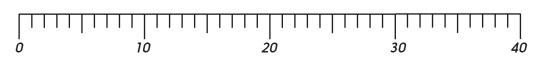






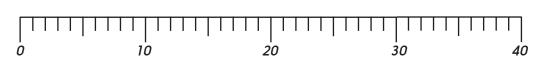




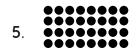


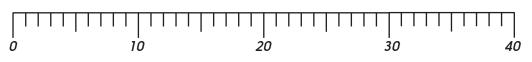






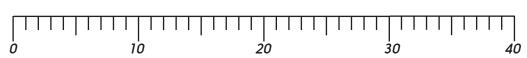














Challenge

Pick one of the arrays and write a multiplication **and** a division word problem for the same array.

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## **Practice Sheet Answers**

For the arrays on all the Day 2 sheets children should have written a corresponding grouping word problem.

#### Making division word problems (Mild)

#### Division word problems (Hot)



#### **Challenge**

Accept any multiplication and division word problems which have been written about the same array.

# **Investigation** Ring the fives

### Work in pairs

### Things you will need:

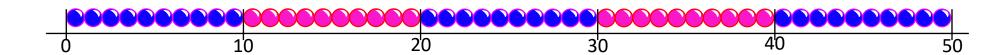
A pencil



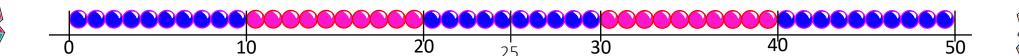
What to do:

Draw rings round groups of 5 beads to work out the answers to these questions:

1. How many 5s are in 20?



2. How many 5s are in 25?



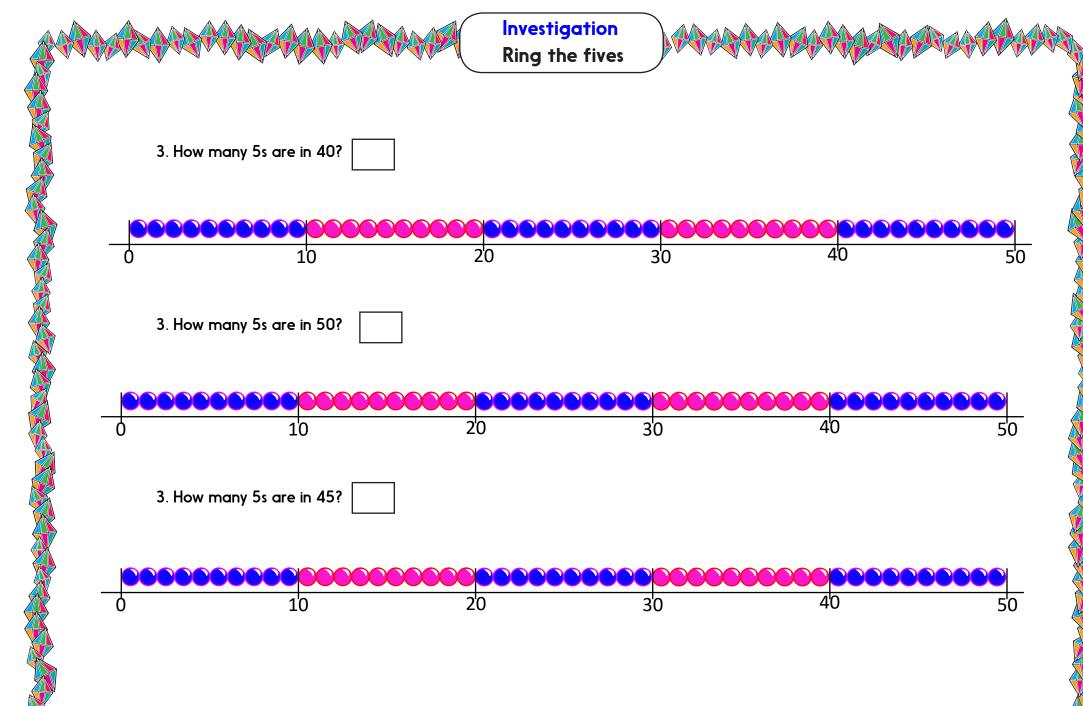
#### S-t-r-e-t-c-h:

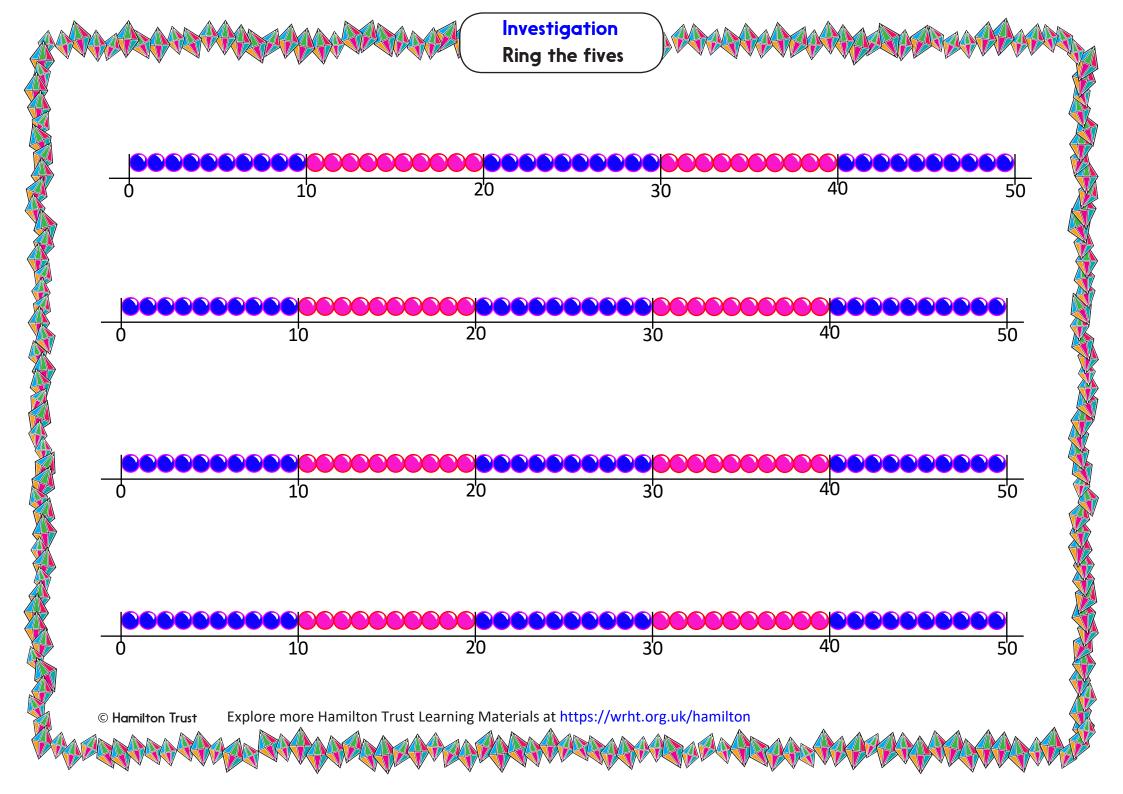
Write multiplications to go with some of your answers.

#### Learning outcomes:

- I can ring groups on a beaded line to find how many 5s are in a number.
- · I am beginning to see the link between multiplication and division.

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# Check your understanding: Questions

How many 5s are in 30? How many 2s are in 16? How many 3s are in 12?

I need 40 buns. They are 10 buns in each pack. How any packs do I need? I need 20 apples. They come in packs of 5. How many packs do I need? I need 15 peppers. They come in packs of 3. How many packs do I need?

Fill in the missing numbers.

□ x 10 = 50

20 ÷ 4 = □

□ ÷ 3 = 10

Fold here to hide answers:

# Check your understanding: Answers

How many 5s are in 30? 6 How many 2s are in 16? 8

How many 3s are in 12? 4

I need 40 buns. They are 10 buns in each pack. How any packs do I need? 4 I need 20 apples. They come in packs of 5. How many packs do I need? 4 I need 15 peppers. They come in packs of 3. How many packs do I need? 5

Fill in the missing numbers.

 $5 \times 10 = 50$ 

 $20 \div 4 = 5$ 

 $30 \div 3 = 10$