**Mathematics**



**What strategies can I use to solve division problems?**

**Mathematics**

|  |  |
| --- | --- |
| **What you will need** | * Grey lead pencil, eraser and paper
* A computer is useful if you have one, because there may be interactive activities in some lessons.
* A calculator is sometimes used and is useful to check your answers.
 |
| **The activities** | * Learning tasks
* Games
* A fortnightly test
* A fortnightly reflection
 |
| **Check your answers with your supervisor** | Check your answers after each activity to see how well you are going and how your skills are developing. Checking your answers also prepares you for the tests and reflections.  |
| **When to use your calculator** | Generally, you **won’t** need your calculator. The Maths activities develop skills; ways of working with numbers, mental arithmetic, estimating and using times tables.Please only use your calculator when it’s part of the activity. |
| **Asking for help…** | There may be times when you are not sure about an example or an exercise.When this happens, ask for help from:* Your supervisor/parent/carer
* Your teacher
 |

**Guidelines for the Supervisor**

***Working with your child***

|  |  |
| --- | --- |
| **Assisting your child** | Please go through the explanation and examples of mathematical concepts and ensure that your child understands the tasks before beginning. Your child can work independently but you will need to monitor their progress and offer assistance if and when difficulties arise. Encourage your child to double- check his or her answers to each activity. Please schedule time to **correct your child’s** using the Maths Solutions booklet provided. If your child has made an error, discuss how and why the error was made and encourage him or her to have another go. Always provide **positive feedback** on progress made. If your child experiences **difficulty,** c**ontact the teacher as soon as possible** for extra help. |
| **The fortnightly test** | We would like your child to complete the skills test **without any assistance** (although help with reading instructions may be required).This will allow the teacher to assess your child’s understanding and recall of the concepts taught in each lesson. |
| **Reflections** | There is an opportunity for students to reflect on their learning and whether or not they understood the concepts or need to consolidate their understanding further.  |
| **Your feedback** | Please feel free to write comments on your child’s work in terms of their progress, attitude, difficulties etc.  |
| **Your child’s teacher** | When the teacher receives your child’s work he or she will provide feedback, positive reinforcement and assistance.If you have any questions it is important to contact your child’s teacher. The teacher can help you and adjust the work to best suit your child’s individual needs. |

***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

|  |  |
| --- | --- |
| Screen bean character with a light bulb over its head | ***Division is splitting into equal parts or groups.***  |

### *Example 1: there are 12 lollies and 4 friends want to share them. How do they divide the lollies?*



*Answer: 12 divided by 4 is 3. They get 3 lollies each.*

|  |  |
| --- | --- |
| ÷  | *We use the ÷ and  symbols for division:**12 ÷ 4 = 3* 3 |
| *Example 2: there are 16 apples and I need to divide them equally between 4 baskets. How many apples will go into each basket?* *Answer: 16 divided by 4 is 4. 4 apples will go into each basket.*16 ÷ 4 = 4 4

|  |  |
| --- | --- |
| Screen bean character with a light bulb over its head |  ***Division is the opposite of multiplication.***  |

 |

*One strategy for solving division problems is to use multiplication. If you know a multiplication fact you can find a division fact because division is the opposite of multiplication. Example:*

*3 × 5 = 15*

*so*

*15 ÷ 3 = 5*

*Why? Well it is easy to understand if you think of the numbers in rows and columns like in this illustration:*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| http://www.mathsisfun.com/images/apples-15.jpg |

|  |  |
| --- | --- |
| **Multiplication...** | **...Division** |
| 3 groups of 5 make 15... | so 15 divided by 3 is 5 |
|   |   |
|  *and also:* |   |
|   |   |
| 5 groups of 3 make 15... | so 15 divided by 5 is 3 |
|   |   |
|   |

 |

*So there are four related facts:*

*3 × 5 = 15 15* ÷ *3 = 5*

*5 × 3 = 15 15* ÷ *5 = 3*

*Knowing your times tables can help you with division!*

### *Example: 28 ÷ 7*

|  |  |
| --- | --- |
| http://www.mathsisfun.com/numbers/images/multiplication-table-thumb.gif | By looking at a multiplication table or chart you will see that 4 × 7 *=* 28 so 28 divided by 7 must be 4.*Answer: 28 ÷ 7 = 4* |

*There are special names for each number in a division:*

*dividend ÷ divisor = quotient*

###  *Example: in 12 ÷ 3 = 4:*

***12*** *is the* ***dividend***

***3*** *is the* ***divisor***

***4*** *is the* ***quotient***

*quotient*

 4



 *dividend*

*divisor*

1. *Solve the following multiplication and division problems.*

|  |
| --- |
| *a.* |
|  |  |  |  |  | 2 × 2 =  |  | 4 ÷ 2 = |

*b.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 5 × 2 =  |  10 ÷ 5 =  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *c.* |  |  |  |  |  3 × 3 =  |  |  9 ÷ 3 =  |  |

1. *Using Question 1 as an example, represent two different multiplication equations of your choice as a picture and show the matching division equation below.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***PICTURE*** | ***MULTIPLICATION EQUATION*** | ***DIVISION EQUATION*** |
| *a.* |  |  |  |
| *b.* |  |  |  |

1. *Solve the following multiplication and division problems. Use counters, blocks or matchsticks to show how they are related.*

|  |  |  |
| --- | --- | --- |
| 3 × 4 =  | so | 12 ÷ 3 =  |
| 2 × 8 =  | so | 16 ÷ 2 =  |
| 7 × 4 =  | so | 28 ÷ 7 =  |
| 9 × 3 =  | so | 27 ÷ 9 =  |
| 6 × 5 =  | so | 30 ÷ 6 =  |
| 5 × 3 =  | so | 15 ÷ 5 =  |
|  |  |  |

1. *Write the missing answers. The first one is done for you.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *a.* | 9 × 8 = 72 | *b.* | 5 × 8 = 40 | *c.* | 6 × 9 = 54 |
|  9 8   |    |    |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *d.* | 6 × 10 = 60 | *e.* | 7 × 6 = 42 | *f.* | 4 × 9 = 36 |
|    |     |     |

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

|  |  |
| --- | --- |
| Screen bean character with a light bulb over its head |  ***Division is the opposite of multiplication.***  |

*Now you are going to solve some division problems using a multiplication table. For example, to find 35 ÷ 7 you need to ask yourself “What times 7 equals 35?”*

*× 7 = 35*

*35 ÷ 7 = *

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **×** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **1**This shows that 7 × 5 = 35 and5 × 7 = 35 | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **2** | **0** | **2** | **4** | **6** | **8** | **10** | **12** | **14** | **16** | **18** | **20**It also shows that 35 ÷ 5 = 7 and 35 ÷ 7 = 5 |
| **3** | **0** | **3** | **6** | **9** | **12** | **15** | **18** | **21** | **24** | **27** | **30** |
| **4** | **0** | **4** | **8** | **12** | **16** | **20** | **24** | **28** | **32** | **36** | **40** |
| **5** | **0** | **5** | **10** | **15** | **20** | **25** | **30** | **35** | **40** | **45** | **50** |
| Description: C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900078710[1].wmf**6** | **0** | **6** | **12** | **18** | **24** | **30** | **36** | **42** | **48** | **54** | **60** |
| **7** | **0** | **7** | **14** | **21** | **28** | **35** | **42** | **49** | **56** | **63** | Description: C:\Users\MGulati\Downloads\MM900283682 (1).GIF**70** |
| **8** | **0** | **8** | **16** | **24** | **32** | **40** | **48** | **56** | **64** | **72** | **80** |
| **9** | **0** | **9** | **18** | **27** | **36** | **45** | **54** | **63** | **72** | **81** | **90** |
| **10** | **0** | **10** | **20** | **30** | **40** | **50** | **60** | **70** | **80** | **90** | **100** |

1. *Use the multiplication grid below to answer these division questions*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *a.* | 15 ÷ 3 =  | *b.* | 20 ÷ 5 =  | *c.* | 16 ÷ 8 =  |
| *d.* | 90 ÷ 10 = | *e.* | 42 ÷ 6 =  | *f.* | 10 ÷ 10 = |
| *g.* | 24 ÷ 6 =  | *h.* | 24 ÷ 4 =  | *i.* | 64 ÷ 8 =  |
| *j.* | 45 ÷ 5 =  | *k.* | 36 ÷ 6 =  | *l.* | 25 ÷ 5 =  |
| *m.* | 72 ÷ 9 =  | *n.* | 16 ÷ 4 =  | *o.* | 10 ÷ 5 =  |
| *p.* | 81 ÷ 9 =  | *q.* | 18 ÷ 6 =  | *r.* | 54 ÷ 9 =  |
| *s.* | 40 ÷ 8 =  | *t.* | 36 ÷ 4 =  | *u.* | 40 ÷ 8 =  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **×** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **1** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **2** | **0** | **2** | **4** | **6** | **8** | **10** | **12** | **14** | **16** | **18** | **20** |
| **3** | **0** | **3** | **6** | **9** | **12** | **15** | **18** | **21** | **24** | **27** | **30** |
| **4** | **0** | **4** | **8** | **12** | **16** | **20** | **24** | **28** | **32** | **36** | **40** |
| **5** | **0** | **5** | **10** | **15** | **20** | **25** | **30** | **35** | **40** | **45** | **50** |
| **6** | **0** | **6** | **12** | **18** | **24** | **30** | **36** | **42** | **48** | **54** | **60** |
| **7** | **0** | **7** | **14** | **21** | **28** | **35** | **42** | **49** | **56** | **63** | **70** |
| **8** | **0** | **8** | **16** | **24** | **32** | **40** | **48** | **56** | **64** | **72** | **80** |
| **9** | **0** | **9** | **18** | **27** | **36** | **45** | **54** | **63** | **72** | **81** | **90** |
| **10** | **0** | **10** | **20** | **30** | **40** | **50** | **60** | **70** | **80** | **90** | **100** |

1. *Use the multiplication table on the previous page to answer these division questions.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *a.* | 16 ÷ 2 =  | *b.* | 25 ÷ 5 =  | *c.* | 30 ÷ 6 =  |
| *d.* | 24 ÷ 6 =  | *e.* | 30 ÷ 3 =  | *f.* | 24 ÷ 4 =  |
| *g.* | 35 ÷ 7 =  | *h.* | 90 ÷ 9 =  | *i.* | 24 ÷ 8 =  |
| *j.* | 48 ÷ 6 =  | *k.* | 64 ÷ 8 =  | *l.* | 36 ÷ 6 =  |
| *m.* | 27 ÷ 3 =  | *n.* | 50 ÷ 5 = | *o.* | 63 ÷ 9 =  |
| *p.* | 30 ÷ 5 =  | *q.* | 45 ÷ 5 =  | *r.* | 72 ÷ 9 = |
| *s.* | 54 ÷ 6 =  | *t.* | 90 ÷ 10= | *u.* | 81 ÷ 9 =  |
| *v.* | 48 ÷ 8 = | *w.* | 16 ÷ 8 =  | *x.* | 30 ÷ 5 =  |

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

1. *Solve these division word problems using the multiplication table on the following page. Shade each column and row leading to your answers in different colours. Then write the division equation.*
2. *We bought 80 oranges and put the same number in each of 8 buckets. How many did we put in each bucket?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *÷* |  | *=* |  |

1. *We decided to give 6 toys to each girl. If we gave out 36 toys, how many girls were there?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *÷* |  | *=* |  |

1. *Four boys shared 28 keys. How many did each boy get?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *÷* |  | *=* |  |

1. *Six children shared 36 lollipops. How many did each boy get?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *÷* |  | *=* |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **1** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **2** | **0** | **2** | **4** | **6** | **8** | **10** | **12** | **14** | **16** | **18** | **20** |
| **3** | **0** | **3** | **6** | **9** | **12** | **15** | **18** | **21** | **24** | **27** | **30** |
| **4** | **0** | **4** | **8** | **12** | **16** | **20** | **24** | **28** | **32** | **36** | **40** |
| **5** | **0** | **5** | **10** | **15** | **20** | **25** | **30** | **35** | **40** | **45** | **50** |
| **6** | **0** | **6** | **12** | **18** | **24** | **30** | **36** | **42** | **48** | **54** | **60** |
| **7** | **0** | **7** | **14** | **21** | **28** | **35** | **42** | **49** | **56** | **63** | **70** |
| **8** | **0** | **8** | **16** | **24** | **32** | **40** | **48** | **56** | **64** | **72** | **80** |
| **9** | **0** | **9** | **18** | **27** | **36** | **45** | **54** | **63** | **72** | **81** | **90** |
| **10** | **0** | **10** | **20** | **30** | **40** | **50** | **60** | **70** | **80** | **90** | **100** |

*2. Use the division symbol to solve each of these word problems.*

*a. 42 cakes were iced by 7 kids. If they each iced the same amount how many did they ice each?*



*b. How many pots were used if 6 seeds were planted in each pot from a pack of 54?*



*c. I run the same distance each day. Over 9 days the total distance is 72 km. How far do I run each day?*



*3. Write two of your own word problems involving division and show your working out for each one.*

*a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*



*b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*



Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

*Other strategies that you can use to solve division problems are to draw a picture or use counters.*

|  |  |
| --- | --- |
| **15** | **C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VAEH14O1\MC900232238[1].wmf** |
| **36** | MC900322630[1]**C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmfC:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FBOXAIML\MC900322630[1].wmf** |
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1. *Use the table above to answer the following questions.*

|  |  |
| --- | --- |
| *a.* | *How many groups of 5 mushrooms are in 15? \_\_\_ groups. 15 ÷ 5 = \_\_\_* |
| *b.* | *How many groups of 5 candles are in 30? \_\_\_ groups. 30 ÷ 5 = \_\_\_* |
| *c.* | *How many groups of 3 mushrooms are in 15? \_\_\_ groups. 15 ÷ 3 = \_\_\_* |
| *d.* | *How many groups of 6 tacks are in 36? \_\_\_ groups. 36 ÷ 6 = \_\_\_* |
| *e.* | *How many groups of 3 candles are in 30? \_\_\_ groups. 30 ÷ 3 = \_\_\_* |
| *f.* | *How many groups of 4 tacks are in 36? \_\_\_ groups. 36 ÷ 4 \_\_\_* |
| *g.* | *How many groups of 4 footballs are in 24? \_\_\_ groups. 24 ÷ 4 = \_\_\_* |
| *h.* | *How many groups of 6 notes are in 48? \_\_\_ groups. 48 ÷ 6 = \_\_\_* |
| *i.* | *How many groups of 9 tacks are in 36? \_\_\_ groups. 36 ÷ 9 = \_\_\_* |
| *j.* | *How many groups of 8 footballs are in 24? \_\_\_ groups. 24 ÷ 8 = \_\_\_* |
| *k.* | *How many groups of 8 notes are in 48? \_\_\_ groups. 48 ÷ 8 = \_\_\_* |

1. *How many groups of 3 could be made from each of these? Circle each group.*
2. ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E2N5VNY0\MC900352347[1].wmf]()

 *groups*

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 *groups*

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 *groups*

1. *Use a multiplication table, counters, blocks or matchsticks to answer these. Then draw a picture to match your answer.*
2. *42 apples are put in groups of 6. How many groups are there?*

*42 ÷ 6 = \_\_\_*

1. *5 cakes fill one box. How many boxes can be filled with 35 cakes?*

*35 ÷ 5 = \_\_\_*

1. *A table seats 4 people. How many tables are needed to seat 32?*

*32 ÷ 4 = \_\_\_*

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

*Now you will need 30 of the same object, e.g. blocks, matchsticks, buttons etc. Put the objects into groups to work out the answers to the questions on the following pages.*

1. *There are 30 apples in a box. Place the apples into groups of 6. How many groups of 6 are there?*

*30 ÷ 6 = \_\_\_\_\_*

1. *5 cakes fill one box. How many boxes can be filled with 20 cakes?*

*20 ÷ 5 = \_\_\_\_\_*

1. *A table seats 4 people. How many tables are needed to seat 24 people?*

*24÷4=\_\_\_\_\_*

1. *Create your own division problem and show the answer the way you did for questions 1-3.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_ ÷ \_\_\_\_ = \_\_\_\_\_*

Please ask your supervisor to correct today’s work with you.

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**REFLECTION**

*What strategies can I use to solve division problems?*

Please think about what you’ve learnt. Place a tick or smiley face in each of the rows below.

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION**  | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| *I can solve division problems on paper, e.g. by drawing a picture.* |  |  |
| *I can solve division problems using materials such as blocks, matchsticks etc.* |  |  |
| *I can solve division problems using a multiplication table.* |  |  |
| *I can solve division problems in my head.* |  |  |

***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

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*There are three sixes in eighteen. You can use a number line to do division. How many 6s in 18?*

*18 ÷ 6 = 3 3 × 6 = 18*

******

|  |  |
| --- | --- |
| *1.* | *Use the number lines to show the answers.* |

|  |  |
| --- | --- |
| *a.* | *How many 3s are in 18?* |

******

18 ÷ 3 = 

|  |  |
| --- | --- |
| *b.* | *How many 9s are in 18?* |

******

18 ÷ 9 = 

|  |  |
| --- | --- |
| *c.* | *How many 2s are in 18?* |

******

18 ÷ 2 = 

|  |  |
| --- | --- |
| *d.* | *How many 18s are in 18?* |

******

18 ÷ 18 = 

|  |  |
| --- | --- |
| *e.* | *How many 1s are in 18?* |

******

18 ÷ 1 = 

|  |  |
| --- | --- |
| *2.* | *Use the number lines to show the answers.* |

|  |  |
| --- | --- |
| *a.* | *How many 20s are in 20?* |



20 ÷ 20 = 

|  |  |
| --- | --- |
| *b.* | *How many 2s are in 20?* |



20 ÷ 2 = 

|  |  |
| --- | --- |
| *c.* | *How many 4s are in 20?* |



20 ÷ 4 = 

|  |  |
| --- | --- |
| *d.* | *How many 5s are in 20?* |



20 ÷ 5 = 

|  |  |
| --- | --- |
| *e.* | *How many 10s are in 20?* |



20 ÷ 10 = 

|  |  |
| --- | --- |
| *f.* | *How many 1s are in 20?* |



20 ÷ 1 = 

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Develop efficient mental and written strategies for division where there is no remainder.***

*Division problems can be written in two different ways, e.g.*

4

*8 ÷ 2 = 4 or *

*1. Use your knowledge of times tables or a multiplication table to answer the following division questions.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* |  | *b.* |  | *c.* |  | *d.* |  | *e.* |  |
|  |  |  |  |  |  |  |  |  |  |
| *f.* |  | *g.* |  | *h.* |  | *i.* |  | *j.* |  |
|  |  |  |  |  |  |  |  |  |  |
| *k.* |  | *l.* |  | *m.* |  | *n.* |  | *o.* |  |

1. *For these problems, think of a multiplication fact to help write the division fact.*
2. *$25 is shared between 5 people. How much does each person get?*



1. *45 people get into 9 cars. How many people are in each car?*

 *** ***

*When you are dividing 2-digit numbers you may need to trade tens for ones to work out the problem. Let’s look at*

******

***STEP 1***

*Ask yourself: how many 4s go into 5?*

*There is one group of 4 in 5 and there is1 left over.*

 **1**

 **

***\*\*****The 1 that is leftover actually represents 1 ten.*

*Add this to the 6, i.e. 10 + 6 = 16.*

***STEP 2***

*Ask yourself: how many 4s go into 16?*

*4 groups of 4 go into 16.*

 **1 4**

 **

*Therefore 56 ÷ 4 = 14*

*Have a go at solving these division equations involving 2-digit numbers with an adult, step by step. Use your knowledge of tables to help you or use a multiplication table or chart.*

*a. b. c. d.*

   

*e. f. g. h.*

   

*i. j. k. l.*

   

*m. n. o. p.*

    

*When you are dividing 3-digit numbers you may need to trade hundreds for tens and tens for ones to work out the problem. Let’s look at*

******

***STEP 1***

*Ask yourself: how many 2s go into 5?*

*There are two groups of 2 in 5 and there is1 left over.*

**2**

**

***\*\*****The 1 that is leftover actually represents 1 hundred.*

*Add this to the 3 tens, i.e. 100 + 30 = 130.*

***STEP 2***

*Ask yourself: how many 2s go into 13?*

*6 groups of 2 go into 13 and there is one left over.*

**2 6**

**

***STEP 3***

*Ask yourself: how many 2s go into 16?*

*8 groups of 2 go into 16.*

**2 6 8**

**

*Therefore 536 ÷ 2 = 268*

*Visit this website to build on your understanding of short division:*

[*http://www.youtube.com/watch?v=2X0Cjy7oEgw*](http://www.youtube.com/watch?v=2X0Cjy7oEgw)

*Have a go at solving these division equations involving 3-digit numbers with an adult, step by step. Use your knowledge of tables to help you or use a multiplication table or chart.*

***a. b. c. d.***

 **   **

 ***e. f. g. h.***

**   **

Please ask your supervisor to correct today’s work with you.

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*Sometimes division equations cannot be divided evenly and there is a number left over. This number is called the remainder.* *Let’s look at*

******

***STEP 1***

*Ask yourself: how many 2s go into 5?*

*There are two group of 2 in 5 and there is1 left over.*

 **2**

******

***\*\*****The 1 that is leftover actually represents 1 ten.*

*Add this to the 9 i.e. 10 + 9 = 19.*

***STEP 3***

*Ask yourself: how many 2s go into 19?*

*9 groups of 2 go into 18 but there is 1 leftover.*

 **2 9 r 1**

******

*Therefore 59 ÷ 2 = 29 r 1*

1. *Have a go at solving these division equations with an adult, step by step. Use your knowledge of tables to help you or use a multiplication table or chart.*

*a. b. c. d.*

    

 *e. f. g. h.*

   

*i. j. k. l.*

   

*m. n. o. p.*

     ****

Please ask your supervisor to correct today’s work with you.

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*Practise your division skills with this fun game at:*

[*http://www.kidsnumbers.com/sunny-bunny-division.php*](http://www.kidsnumbers.com/sunny-bunny-division.php)

**ASSESSMENT TASKS – DIVISION**

***Students:*** *Please complete this section without looking back through previous work or assistance from your supervisor. Please do not use a calculator.*

***Supervisors:*** *Please* ***do not*** *correct the student’s work.*

1. *Solve the following multiplication and division problems.*

|  |
| --- |
| *a.* |
|  |  |  |  |  | 3 × 2 =  |  | 6 ÷ 2 = |

*b.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 10 × 2 =  |  20 ÷ 2 =  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *c.* |  |  |  |  |   4 × 3 =  |  |  12 ÷ 3 =  |  |

*2.**Use the multiplication grid below to answer these division questions*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *a.* | 27 ÷ 3 =  | *b.* | 40 ÷ 5 =  | *c.* | 24 ÷ 8 =  |
| *d.* | 60 ÷ 10 = | *e.* | 48 ÷ 6 =  | *f.* | 30 ÷ 10 = |
| *g.* | 42 ÷ 6 =  | *h.* | 28 ÷ 4 =  | *i.* | 72 ÷ 8 =  |
| *j.* | 35 ÷ 5 =  | *k.* | 60 ÷ 6 =  | *l.* | 45 ÷ 5 =  |
| *m.* | 81 ÷ 9 =  | *n.* | 36 ÷ 4 =  | *o.* | 10 ÷ 5 =  |
| *p.* | 36 ÷ 9 =  | *q.* | 54 ÷ 6 =  | *r.* | 18 ÷ 9 =  |
| *s.* | 32 ÷ 8 =  | *t.* | 40 ÷ 4 =  | *u.* | 56 ÷ 8 =  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **×** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **1** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **2** | **0** | **2** | **4** | **6** | **8** | **10** | **12** | **14** | **16** | **18** | **20** |
| **3** | **0** | **3** | **6** | **9** | **12** | **15** | **18** | **21** | **24** | **27** | **30** |
| **4** | **0** | **4** | **8** | **12** | **16** | **20** | **24** | **28** | **32** | **36** | **40** |
| **5** | **0** | **5** | **10** | **15** | **20** | **25** | **30** | **35** | **40** | **45** | **50** |
| **6** | **0** | **6** | **12** | **18** | **24** | **30** | **36** | **42** | **48** | **54** | **60** |
| **7** | **0** | **7** | **14** | **21** | **28** | **35** | **42** | **49** | **56** | **63** | **70** |
| **8** | **0** | **8** | **16** | **24** | **32** | **40** | **48** | **56** | **64** | **72** | **80** |
| **9** | **0** | **9** | **18** | **27** | **36** | **45** | **54** | **63** | **72** | **81** | **90** |
| **10** | **0** | **10** | **20** | **30** | **40** | **50** | **60** | **70** | **80** | **90** | **100** |

*3.**Solve these division word problems using the multiplication table on the previous page. Shade each column and row leading to your answers in different colours. Then write the division equation.*

*a. We bought 27 oranges and put the same number in each of 9 buckets. How many did we put in each bucket?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***÷*** |  | ***=*** |  |

*b. We decided to give 8 toys to each girl. If we gave out 64 toys, how many girls were there?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***÷*** |  | ***=*** |  |

*4. Use the division symbol to solve each of these word problems.*

*a. 54 cakes were iced by 9 kids. If they each iced the same amount how many did they ice each?*



*b. How many pots were used if 7 seeds were planted in each pot form a pack of 63?*



*5.* *How many groups of 3 could be made from each of these? Circle each group.*

*a.*

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 *groups*

*b*. ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]() ![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()![C:\Users\MGulati\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JKWAOEYT\MC900151177[1].wmf]()

 *groups*

*c.*![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900441385[1].png]()

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 *groups*

*6. There are 30 apples in a box. Place the apples into groups of 6. How many groups of 6 are there?*

*30 ÷ 6 = \_\_\_\_\_*

DAY 10

|  |  |
| --- | --- |
| *7.* | *Use the number line to show the answers.* |

|  |  |
| --- | --- |
| *a.* | *How many 1s are in 16?* |



16 ÷ 1 = 

|  |  |
| --- | --- |
| *b.* | *How many 2s are in 16?* |



16 ÷ 2 = 

|  |  |
| --- | --- |
| *c.* | *How many 4s are in 16?* |



16 ÷ 4 = 

|  |  |
| --- | --- |
| *d.* | *How many 8s are in 16?* |



16 ÷ 8 = 

*8. Solve these division equations.*

*a. b. c. d.*

   

 *e. f. g. h.*

   

*i. j. k. l.*

   

**REFLECTION**

*What strategies can I use to solve division problems?*

**Please think about what you’ve learnt. Place a tick or smiley face in each of the rows below.**

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION**  | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| *I can solve division problems by using a number line.* |  |  |
| *I can solve division problems using materials such as blocks, matchsticks etc.* |  |  |
| *I can solve division problems on paper.* |  |  |
| *I can solve division problems in my head.* |  |  |

*In your own words, please list at least 3 strategies things that you have learnt for solving division problems. You may look back through the work to refresh your memory.*

|  |
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**TEACHER ASSESSMENT**

*What strategies can I use to solve division problems?*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Number and Algebra** | Demonstrated | Needs further opportunity |
| Develop efficient mental and written strategies and use appropriate digital technologies for [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Multiplication%20) and for division where there is no [remainder](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Remainder)  |  |  |