

# Unit 6

## Strengthen activities

**MISCONCEPTION:** Children confuse division by sharing and division by grouping.

### Answers

Practice Book p31

Children need to use the strategy of grouping. They need to divide 35 into groups of 5 and then count the groups to find the answer.

**MISCONCEPTION:** Children see dividing by 10 as taking a zero from the end of a number (and multiplying by 10 as adding a zero).

### Answers

Practice Book p22

Children should be able to describe that each digit moves one place to the left when multiplying by 10 and one place to the right when dividing by 10.

**MISCONCEPTION:** Children mistakenly think the number of bars in a bar model also gives their value (for example, drawing 5 bars worth 5 to represent  $20 \div 5$ ).

### Answers

Practice Book p27

Children should explain that the number 15 shows the number being shared, the number of bars (3) shows the number of children that 15 is being shared between. The answer to the division  $15 \div 3$  is then written inside each bar (5).

## Deepen activities

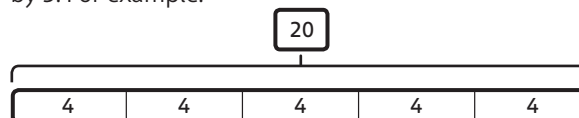
### Answers

#### Activity 1

Answers will vary.

- a) The larger number being divided should be a multiple of 5.

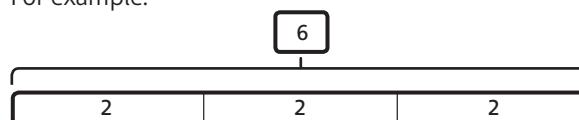
The numbers within each bar should all be the same and should be the result of the larger number divided by 5. For example:



- b) The larger number being divided should be a multiple of 3.

The numbers within each bar should all be the same and should be the result of the larger number divided by 3.

For example:

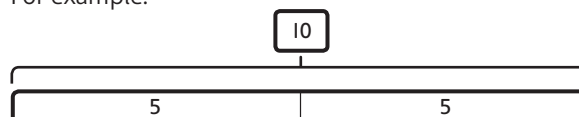


- c) The bar model should be completed by drawing a bar split into a number of equal pieces.

The larger number should be a multiple of the number of pieces.

The numbers within each bar should all be the same and be the result of the larger number divided by the number of pieces.

For example:



#### Activity 2

The number of groups and the number of sweets in each group should multiply together to make 20. The possible answers are:

- |       |       |
|-------|-------|
| a) 2  | b) 10 |
| a) 4  | b) 5  |
| a) 5  | b) 4  |
| a) 10 | b) 2  |
| a) 20 | b) 1  |

#### Activity 3

- a) The possibilities are 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 or 29.

- b) These are all odd numbers. Any even number would mean the coin still shows Tails.

If children look at the ones digit they could predict that if a number ends in 1, 3, 5, 7 or 9 it will result in the coin showing heads.

