



Strengthen Activities

MISCONCEPTION

Children may confuse sharing and grouping; for example, they may incorrectly share into 3 groups when asked to group into groups of 3.

STRENGTHENING UNDERSTANDING

1. Put 15 cubes into groups of 5. Share 15 cubes between 5 groups. Ask: *What is the same, what is different?* The first is in groups of 5, the second is shared between 5 groups. Show $15 \div 5 = 3$.
2. Next, repeat for $12 \div 3$ (i.e., sharing 12 cubes between 3 groups, and putting 12 cubes in groups of 3). Can children identify the calculation and describe each representation using accurate language?
3. Ask children to represent the division $8 \div 2$ using both grouping and sharing. Can they accurately describe each representation, and use each to establish the answer to the division calculation?

ASSESSMENT CHECKPOINT

Ask children to share 18 cubes into groups of 3. Can they accurately represent this?

RESOURCES

Interlocking cubes

MISCONCEPTION

Children may inaccurately record division by grouping on the number line; for example, they could make jumps of the number of equal groups, rather than the number in each group.

STRENGTHENING UNDERSTANDING

1. Create a large number line on the playground using playground chalk. Get twenty bean bags. Ask children to help you group the bean bags into groups of 5. Ask: *How many groups have you made?*
2. Model using the number line to work out how many groups you could make. Start at 20 with 20 bean bags, and draw arrows to show jumps. Place 5 bean bags under the first jump and move the remaining 15 bean bags to 15 on the number line. Repeat for each group to 0. Repeat with 12 bean bags and groups of 3, this time grouping directly on the number line and representing the jumps with arrows.
3. Ask children if they can use the chalk to put 15 in groups of 3 on the number line without using beanbags. Then ask children to check their calculation by physically grouping the beanbags.

ASSESSMENT CHECKPOINT

Revisit Q1 from Think Together activity on Textbook p54.

RESOURCES

Playground chalk, bean bags, Textbook p54

MISCONCEPTION

Children may struggle to understand the vocabulary in written worded problems and therefore may not relate worded questions to the calculation.

STRENGTHENING UNDERSTANDING

1. Share the word problem from Q3 on Textbook p56. Ask which words children do not understand.
2. Represent the problem with 12 bean bags and 3 hoops. Invite children to carry out the instructions from the question. Ask if they can write the division sentence that goes with the question. Identify that there are 12 objects shared between 3, so the 'hidden' division question is 12 shared between 3.
3. Repeat this with other word problems from throughout the unit, including those which have a grouping structure such as Q1 and Q2 from Textbook p56.

ASSESSMENT CHECKPOINT

Can children independently solve Q3 on Practice Book p38?

RESOURCES

Textbook p56, bean bags, hoops, Practice Book p38