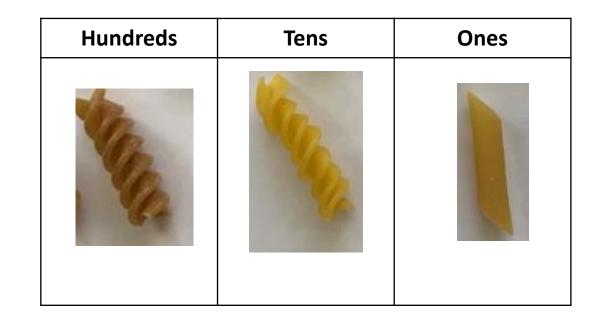
Multiplication and division

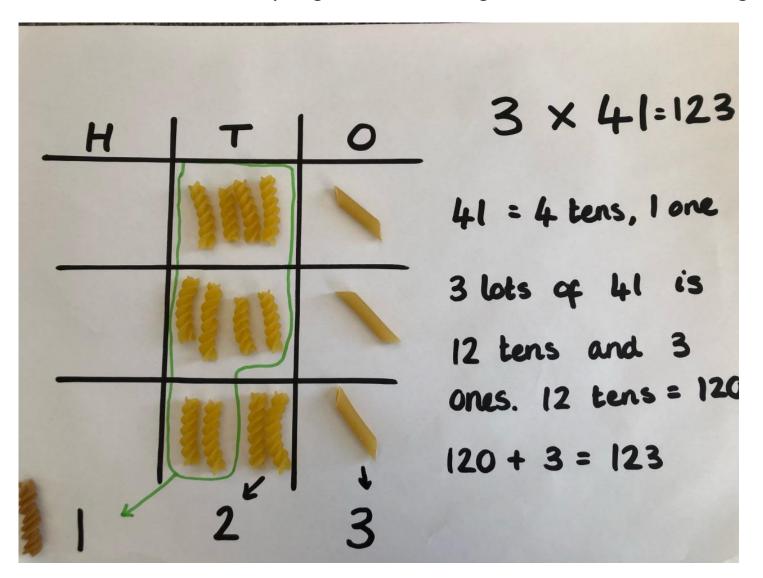
Concrete and pictorial prompts

(also see videos in lesson PowerPoints for examples of Miss B demonstrating formal written methods and some more pictorial work)

You will need 3 different sets of objects to represent hundreds, tens and ones. Miss Barrington is using different types of pasta.

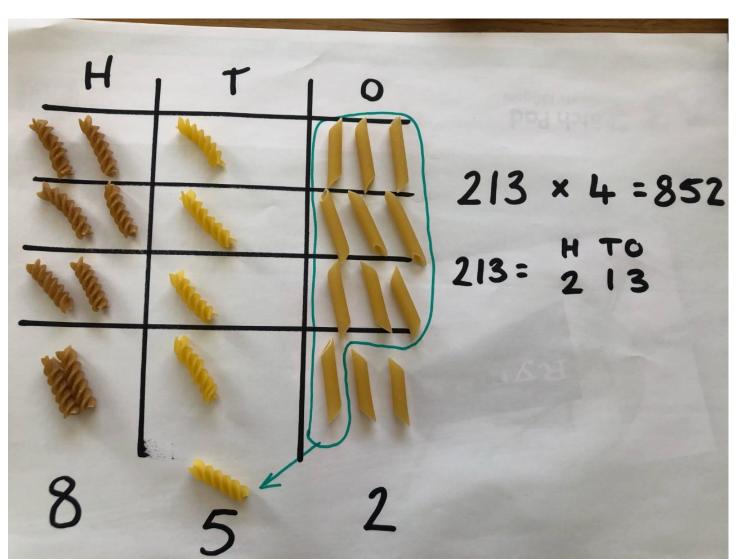


Multiply a 2 digit number by a 1 digit number



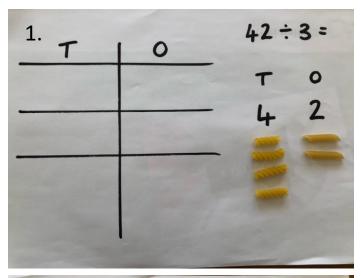
- I. Make a place value grid with the same number of rows as the I-digit number that you are multiplying by.
- 2. Make your 2-digit number in each row.
- 3. Count up the amount in each row. If a column has more than ten, exchange ten from the column for one in the next column e.g. in the examples 10 tens have been exchanged for I hundred.

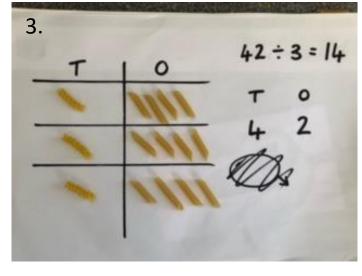
Multiply a 3 digit number by a 1 digit number



- I. Make a place value grid with the same number of rows as the I-digit number that you are multiplying by.
- 2. Make you 3-digit number in each row.
- 3. Count up the total in each column. If there are 10 or more you will need to exchange to 1 in the next column. e.g. in the example there were 12 ones. 10 of these become 1 ten, meaning that there are 5 tens in total and 2 ones.

Divide a 2-digit number by a 1-digit number

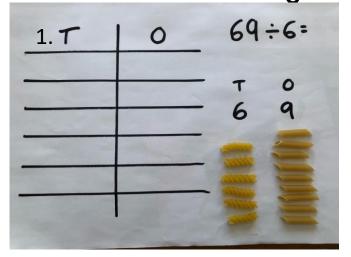


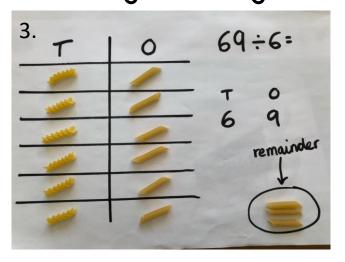


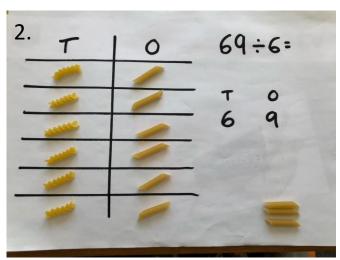
2. T 0 42÷3= T 0 T 0 4 2

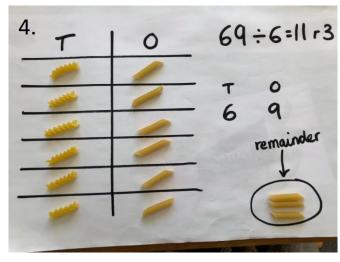
- I. Make a place value grid with the same number of rows as the I-digit number that you are dividing by.
- 2. Make your number using objects.
- 3. Share out your tens equally. If you have some left over that you can't share, exchange I of your tens for 10 ones.
- 4. Share out the ones.

Divide a 2-digit number by a 1-digit number, with remainder



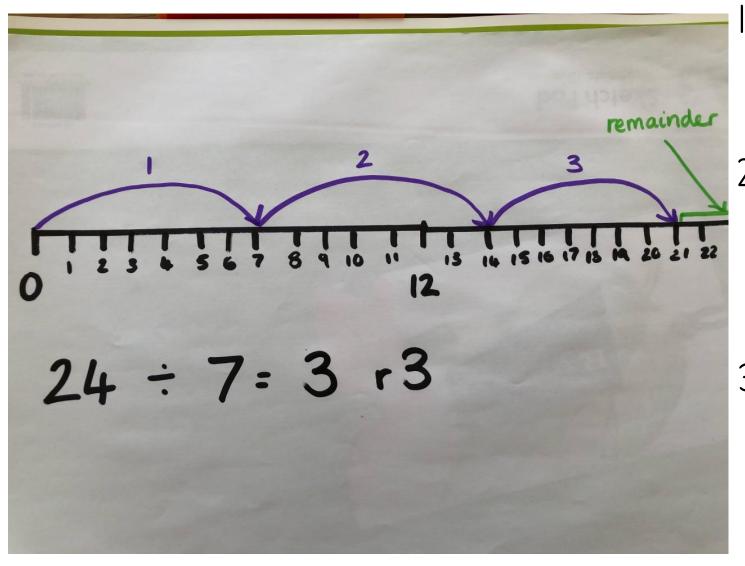






- I. Make the number using your objects.
- 2. Make a tens and ones column with the same number of rows as the number you are dividing by.
- 3. Share out your number. Every group has to be equal!
- 4. If you have anything left over, this is your remainder.

Divide a 2-digit number by a 1-digit number, with remainder



- I. Make a number line with the number that you are dividing at the far end.
- 2. Do as many jumps of the number that you are dividing by as you can without going off your number line.
- 3. Count how many spaces there are between your last jump and the end of the number line. That is your remainder.