Chapter 4: Dividing by 5

Lesson Approach

To begin this lesson, ask a pupil to come to the front of the class and put 2 bread rolls (using manipulatives) into baskets until they have no more bread rolls left. Ask pupils how many bread rolls they had to begin with and how many there are in each basket. How many baskets are there altogether? Tell pupils that we can write an explanation for what happens in this task by using the division sign. 8 (bread rolls) divided into baskets of 2 (bread rolls) which means we have 4 (baskets), or $8 \div 2 = 4$.

Pupils should also see that in order for them to find out how many bread rolls they have in total, they can multiply the number of baskets by how many bread rolls there are in each basket. Go through the fact that you can also divide the 8 bread rolls into 2 groups and the amount in the 2 groups gives you what $8 \div 2$ is equal to.

During Guided Practice, pupils are differentiating between 2 groups and groups of 2 and so on.

Resources for this lessons:
- counters (50 between two)
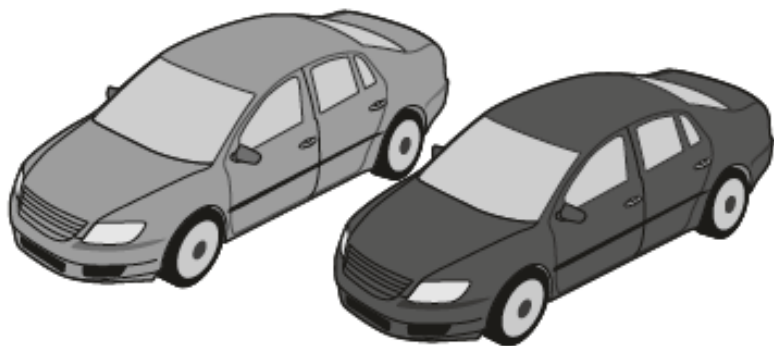- paper plates (10 between two)

1)	16 – 4	
2)	Half of 8	
3)	Which month comes after May? January March June October	
4)	Tick the object below which has the same shapes as this:	
5)	How much money?	p
6)	How many sides does this shape have?	
7)	Circle the 3rd number in the list below: 52 27 18 46 50 14 71	
8)	Bob is 3 years older than Sam. If Sam is 11 years old, how old is Bob?	
9)	A pack of pencils has 4 pencils. I buy 3 packs. How many pencils?	
10)	Write down the number one hundred and seventy eight.	
11)	What is the next number: 2, 4, 6, 8, 10, _____	
12)	Today is Friday. What will the day be in 2 days' time? Saturday Monday Thursday Sunday	

division

Word of the day (x 5)

– , + , × or ÷ ?

How would you work this out?

Ben and Sita count cars.

Ben counts **38** red cars.

Sita counts **23** blue cars.
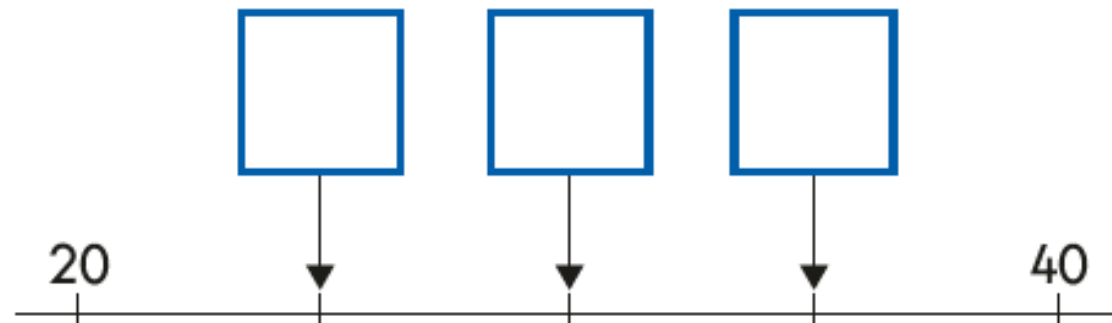
How many cars do they count **altogether**?

cars

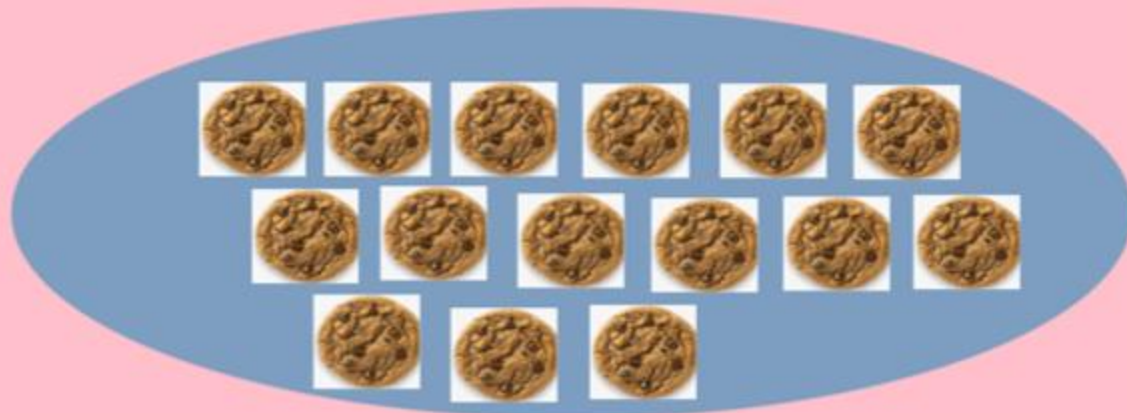The numbers on this number line go up by the **same amount** each time.

Write the missing numbers in the boxes.

20 ... 40

I can see...

I have noticed...

This means that...

Ravi puts 5 cookies on each tray.
How many trays of cookies are there?

⭐ 1. How many objects do we have? (total)

2. How many objects do we need in each tray? (put in to groups of)

3. How many groups did we make?

⭐ What information do we need in order to solve this problem?

How many altogether?

How many need to go in each basket? (each groups has...)

What would our number sentence be?

15 cookies put into groups of 5 is

$15 \div 5 = $ _____

How many trays?

$15 \div 5 = 3$

dividing like this is the same as thinking about how many fives there are in this number?

What does she mean?

How many cookies were there altogether?

15

⭐

I know this number is in the 5 times table.

So I can count in 5s to 15 (because that is my

total amount)

1   2↓   3

5   10   15

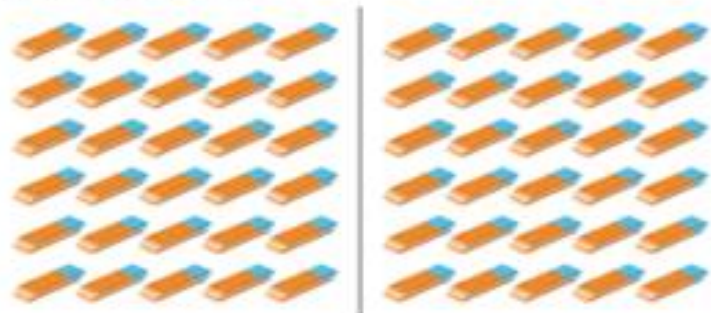What happens if Ravi puts the 15 cookies equally on 5 trays?

Will the answer still be the same?

What would the number sentence be?

1 Write the missing numbers.

(a)

Put into groups of 5.

There are ☐ groups.

Put into 5 equal groups.

There are ☐ ✏ in each group.

☐ ÷ 5 = ☐

(b)

Put into groups of 5.

There are ☐ groups.

Do this one together

Put into 5 equal groups.

There are ☐ 🖊 in each group.

☐ ÷ 5 = ☐

2 Use 🔴 and ▱ to help you.

(a) $15 \div 5 =$ ☐

(b) $45 \div 5 =$ ☐

☐ $\times 5 = 45$

☐ $\times 5 = 15$

Do you notice a pattern?

Dividing by 5

- Count the objects

- Check how many we need in each group

- How many group have you made?

Remember to complete your tasks and Journal!