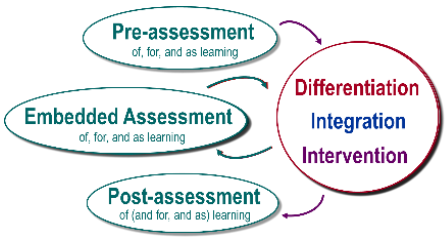


INTERVENTION

Multiplication and Division Highest Common Factor and Equivalent Division Calculations Concepts

We have included Intervention Anchor Charts for Multiplication and Division Highest Common Factor and Equivalent Division Calculations concepts.

Each Intervention Anchor Chart contains steps to allow the child to investigate independently. Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

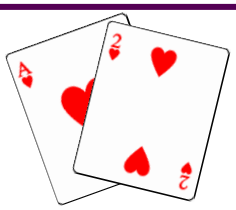
Children investigating an Intervention may have their progress recorded in the Progress Sheet.

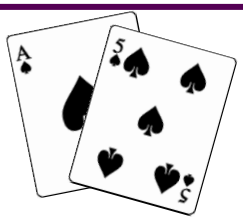
INTERVENTION

Highest common factor
(Multiplication and Division 20)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make 2 numbers.





Record the factors of each number.

1 x 12 = 12 so 1 and 12 are factors of 12
2 x 6 = 12 so 2 and 6 are factors of 12
3 x 4 = 12 so 3 and 4 are factors of 12

factors of 12: 1, 12, 2, 6, 3, 4

1 x 15 = 15 so 1 and 15 are factors of 15
3 x 5 = 15 so 3 and 5 are factors of 15

factors of 15: 1, 15, 3, 5

Circle the common factors of 12 and 15.

factors of 12: 1, 12, 2, 6, 3, 4

factors of 15: 1, 15, 3, 5

List the common factors of 12 and 15.

Common factors of 12 and 15: 1, 3

Identify which common factor is the highest.

Highest common factor of 12 and 15: 3

Reflection: How can we find highest common factor?

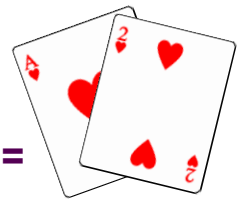
INTERVENTION

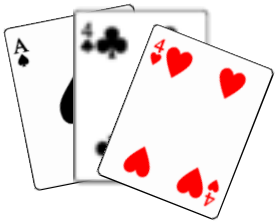
Equivalent simpler division calculations by dividing by a common factor

(Multiplication and Division 21 Patterns and Algebra 27)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make a division number sentence.





Record the division number sentence. **144 ÷ 12 =**

Record the factors of each number.

factors of 12: 1, 12, 2, 6, 4, 3

factors of 144: 1, 144, 2, 3, 4, 6, 12

Circle the common factors of 12 and 144.

factors of 12: (1), (12), (2), (6), (4), (3)

factors of 144: (1), 144, (2), (3), (4), (6), (12)

Select 1 of the common factors to divide each number by, to make the calculation simpler.

144 ÷ 4
= 100 ÷ 4 + 44 ÷ 4
= 25 + 11 = 36

12 ÷ 4 = 3

Record the simpler division number sentence. **144 ÷ 12 = 36 ÷ 3 = 12**

Reflection: How can we common factor to simplify division calculations?

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as:

ASSESSMENT OF LEARNING (SUMMATIVE) – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									