

INTERVENTION

Divide by Single-digit numbers,
Dividing the Remainder to Create a Fraction

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.

Divide by Single-digit numbers, Dividing the Remainder to Create a Fraction [page 2 - 3](#)

Progress Sheet [page 4](#)

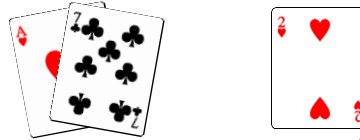


Divide a non-multiple of 2 by 2, dividing the remainder to create a fraction

(Multiplication and Division 23 Fraction and Decimals 21)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make numbers to divide.



Record a division and a fraction number sentence.

$$17 \div 2 =$$

$$\frac{1}{2} \text{ of } 17 =$$

Partition the number into numbers that you know are multiples.



If the second part is not a multiple of 2, partition the second part into a multiple of 2.

Divide the parts.

$$10 \div 2 = 5$$

$$\frac{1}{2} \text{ of } 10 = 5$$

Find a fraction of the parts.

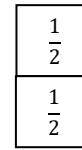
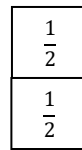
$$6 \div 2 = 3$$

$$\frac{1}{2} \text{ of } 6 = 3$$

Divide the remainder to create a fraction.

$$1 \div 2 = \frac{1}{2}$$

$$\frac{1}{2} \text{ of } 1 = \frac{1}{2}$$



Add the quotients.

$$5 + 3 + \frac{1}{2} = 8 \frac{1}{2}$$

Record the quotient.

$$17 \div 2 = 8 \frac{1}{2} \quad \frac{1}{2} \text{ of } 17 = 8 \frac{1}{2}$$

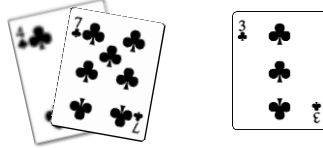
Reflection: How can we divide by 2, and find half, including dividing the remainder to create a fraction, using properties?

Divide a non-multiple of 3 by 3, dividing the remainder to create a fraction

(Multiplication and Division 23 Fraction and Decimals 21)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make numbers to divide.

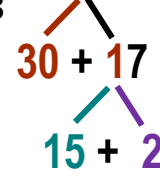
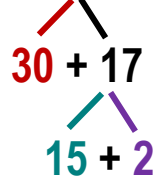


Record a division and a fraction number sentence.

$$47 \div 3 =$$

$$\frac{1}{3} \text{ of } 47 =$$

Partition the number into numbers that you know are multiples.



If the second part is not a multiple of 2, partition the second part into a multiple of 2.

Divide the parts.

$$30 \div 3 = 10$$

$$\frac{1}{3} \text{ of } 30 = 10$$

Find a fraction of the parts.

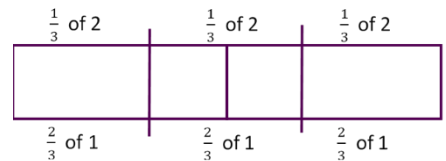
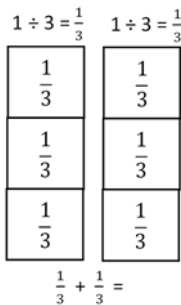
$$15 \div 3 = 5$$

$$\frac{1}{3} \text{ of } 15 = 5$$

Divide the remainder to create a fraction.

$$2 \div 3 = \frac{2}{3}$$

$$\frac{1}{3} \text{ of } 2 = \frac{2}{3}$$



Add the quotients.

$$10 + 5 + \frac{2}{3} = 15 \frac{2}{3}$$

Record the quotient.

$$47 \div 3 = 15 \frac{2}{3} \quad \frac{1}{3} \text{ of } 47 = 15 \frac{2}{3}$$

Reflection: How can we divide by 3, and find third, including dividing the remainder to create a fraction, using properties?

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									
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