

INTERVENTION

Division is Multiplication by 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.

Division is Multiplication by a Fraction [page 2 - 3](#)

Progress Sheet [page 4](#)



Divide a non-multiple of 2 by 2, multiplying by a fraction

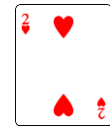
(Multiplication and Division 26 Fraction and Decimals 27)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make numbers to divide.



$$17 \div 2 =$$



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

Record a division and a fraction number sentence.

We can't have a word in a number sentence because not everyone can read the word in English. So the word 'of' must be an operation.

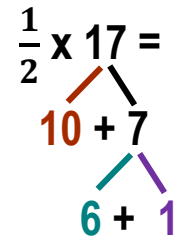
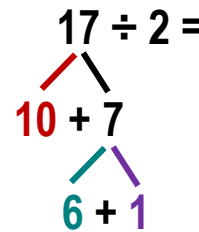
When we find half of a number, are making the number a half times the size it was?

If we make a number a half times the size it was, are we multiplying by a half?

Let's record our fraction number sentence showing that we are multiplying by the fraction.

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.

Multiply the parts by the fraction.

$$10 \div 2 = 5$$

$$6 \div 2 = 3$$

$$\frac{1}{2} \times 10 = 5$$

$$\frac{1}{2} \times 6 = 3$$

Divide the remainder to create a fraction.

Multiply the remainder by the fraction to create a fraction.

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

$\frac{1}{2}$
$\frac{1}{2}$

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

$\frac{1}{2}$
$\frac{1}{2}$

Add the quotients.

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

Record the quotient.

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

Reflection: How can we divide by 2, and multiply by a half?

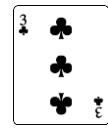
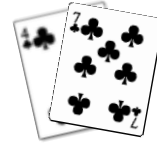


Divide a non-multiple of 3 by 3, multiplying by a fraction

(Multiplication and Division 26 Fraction and Decimals 27)

RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make numbers to divide.



Record a division and a fraction number sentence.

$$47 \div 3 =$$

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

We can't have a word in a number sentence because not everyone can read the word in English. So the word 'of' must be an operation.

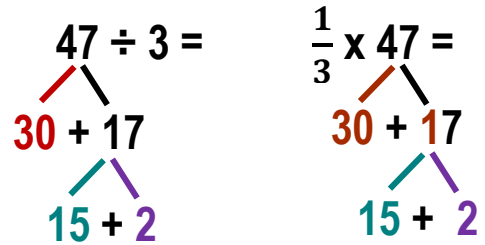
When we find a third of a number, are making the number a third times the size it was?

If we make a number a third times the size it was, are we multiplying by a third?

Let's record our fraction number sentence showing that we are multiplying by the fraction

Partition the number into numbers that you know are multiples.

If the second part is not a multiple of 3, partition the second part into a multiple of 3.



Divide the parts.

Divide the parts by the fraction.

Divide the remainder to create a fraction.

Multiply the remainder by the fraction to create a fraction

$$30 \div 3 = 10$$

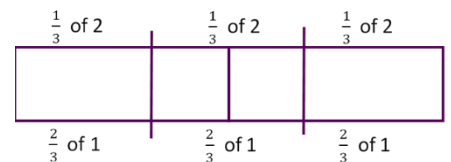
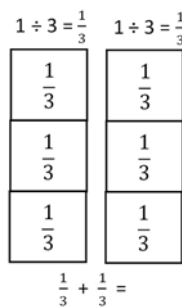
$$\frac{1}{3} \times 30 = 10$$

$$15 \div 3 = 5$$

$$\frac{1}{3} \times 15 = 5$$

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

$$\frac{1}{3} \times 2 = \frac{2}{3}$$



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 multiply by a third?

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?									

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