

## Division word problems with remainders lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Round remainders up or down</p>	<p>Mental:</p> <p>Main: G+T children to attempt solve rounding remainders problems without listening to teacher TA to monitor their progress. If children successful, allow them to carry on / if struggling send them to the carpet to listen to teaching of how to solve these problems With rest of the class, teacher to revise how division is the inverse (opposite) of multiplication Revise how we can also use jumps on a number line to do division. We can do jumps back, but it is easier to do jumps forward Have children read <math>5 \div 2</math> as 'how many jumps of 2 to get to 5?' Revise how to do division with remainders on a number line:</p> <ol style="list-style-type: none"> <li>1) always start from 0</li> <li>2) jump in the correct sized jumps e.g. always jump in 2s for <math>5 \div 2</math>, until you are about to go past the number you are dividing</li> <li>3) when your next jump will take you past the number you are dividing, you need to make a final jump less than the divisor to get to the number you are dividing e.g. for <math>5 \div 2</math>, do 2 jumps of 2 to get to 4 and then a final jump of 1, because another jump of 2 would take you past 5</li> <li>4) how to write the number of jumps followed by the remainder e.g. <math>5 \div 2 = 2r1</math></li> </ol> <p>Complete some examples correctly, and then do a couple with the above deliberate mistakes e.g. write the answer as the number you land on followed by the remainder e.g. <math>5 \div 2 = 4r1</math> or go past the number you are dividing e.g. <math>5 \div 2 = 3</math></p>	<p>Lower ability – divide by 2, 5 and 10 with remainders</p> <p>Middle ability – solve rounding remainders problems (divide by 2, 5 and 10)</p> <p>Higher ability – solve rounding remainders problems (divide by numbers 2 to 10)</p> <p>Gifted and talented – drive rations from sequences of shapes</p>	<p>Have children in pairs so that each child in the pair worked on the same thing In partners children to compare their work and discuss any mistakes that they made or any differences between their work, (<b>without changing their answers</b> so teacher can see where they went wrong)</p>

To access the complete lesson plan and the resources to go with it visit

<http://www.saveteacherssundays.com/maths/year-3/99/division-word-problems-with-remainders/>

