Multiplication and Division: Key Skill 15



Use and write mental strategies for multiplication of 2 x 1-digit numbers



Children use **mental strategies** to figure out the maths problem in their head.

Multiplication is a process of repeatedly adding the same number a given amount of times. Multiply, product of, times and lots of all mean the same thing.



Children need to be able to use strategies to work out unknown multiplication facts. These strategies include:

- Skip counting
- Repeated addition
- Commutative law



Play a game where you start on any number and take turns to say the next number while skip counting (forwards or backwards). See how high you can go!

Pull a group of objects (like pegs) and work together to move them as you skip count. This is really helpful in reinforcing the idea that this can be used to find multiplication facts. Try to write the numbers as you are adding on a piece of paper to show what this would look like if you only had pen and paper.

Use sticky dots, textas, M&Ms, playdough or Lego to make groups and work together to write the repeated addition facts to match.

Try a multiplication grid and colour in the numbers as you repeatedly add to find the answer to your question. Can you find any patterns? (<u>Here's a multiplication grid you can print.</u>)



WEB LINKS go to:

Notes: 6 Skip counting strategies <u>Video: Multiplication and division relationships</u> <u>Video: Year 3 multiplication and division examples</u> <u>Game: Bubble skip counting</u>

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Fractions and Decimals: Key Skill 16





A fraction is part of a whole that has been broken into equal parts. It has a:

- numerator (top number: how many parts we have)
- denominator (bottom number: how many parts the whole has been broken up into)
- fraction bar (the line in between).

It will help your child to use these words when talking about fractions.



Pictures are hugely helpful in understanding fractions. A common mistake is thinking the larger denominator creates a larger fraction. It is the opposite for fractions. The smaller the denominator, the larger the fraction. Use circles for odd denominators and rectangles for even denominators when drawing fractions.



Use food! Slice in half a pizza, cake, banana etc. Explain that both sides are equal, so the item has been halved.

Divide other objects into halves, thirds, quarters, fifths and eighths. Talk about what different fractions look like and how they are made.

Read "My Half Day" by Doris Fisher. This book talks about lots of different sized fractions. Can you find them all and work out how much they are? Can you order them from smallest to largest or plot them on a number line?



WEB LINKS go to:

<u>Video: Fractions song</u> <u>Video: "My half day" book reading</u> <u>Video: Basic fractions</u>