



MATH&MOVE

PRACTICE SHEET

Multiplication and division



TOPIC: Basic operations – multiplication and division

DURATION: 20-30 mins

LEVEL: 2 (ages 8-9)

PARTICIPANTS: 1 class (about 20 – 22 pupils), divided into groups of 3

Note: Time spent on this activity can always vary depending on your pupils' cognitive needs. The pleasure pupils receive by this activity could also be an indicator about the amount of time spent.

Required material for this activity

1 A spinning wheel with a pointer

- Follow this YouTube link for guidelines on making your own “Spinning Wheel”.

2 Cards with numbers for the spinning wheel (one-digit, two-digit or three-digit)

- Cut cardboard into squares (10 or 12 depending on the wheel triangles), write random numbers on them (priorise numbers that end in 5 or 0 if pupils struggle with division) and stick them on the wheel, one on each triangle.

3 Cards with symbols of the 2 operations (x and ÷)

- 2 or 3 cards of each symbol would suffice as each pupil returns the card back to the teacher when he/she has finished

4 Cards with numbers to be used for the multiplication/division operations

- Place these cards in a pile in your learning area, so pupils will have to ‘dig’ through the pile to find the numbers they’re looking for. If you choose to work with results that end in 0 or 5, you will need 20 number cards for your operations (from 5 to 100, if you would like for 100 to be the largest number).

INSTRUCTION AND DESCRIPTION OF THE ACTIVITY

Instruction

You'll be playing as a magician using a spinning wheel and cards to make two-digit numbers. Play in groups of 6 – 7 children; taking turns, spin the wheel and when it stops, try to form the number indicated by the pointer. Apply the mathematical operation as defined by the mathematical symbol card (x or ÷) your teacher gives you. Shout out the correct result and place your mathematical operations in the learning area, one below the other.

Activity

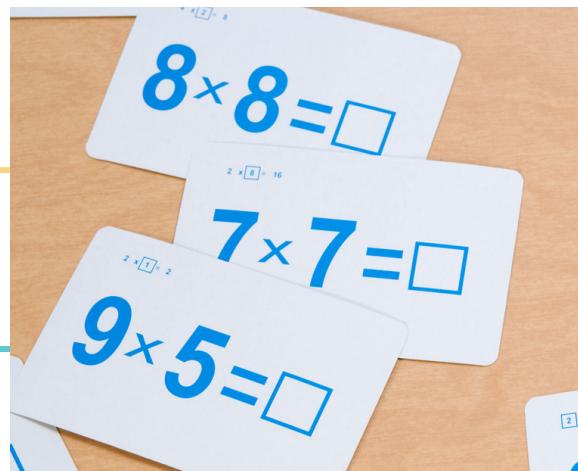


With the help of your teacher revise the concept of using different mathematical operations to get the same result. For example, to make 20, you can multiply 10×2 or 5×4 , and you can divide $100 \div 5$, or $40 \div 2$, etc. Practice with your teacher with different numbers until you feel confident enough. Divide into groups of 6-7 pupils - you stand in front of the wheel and take turns spinning it.



 2

After the first spin, let's say that the pointer stops at number "15". You have to form "15" with the right mathematical operation. Think about the possible options, whether to use multiplication or division to get that result ($5 \times 3 = 15$, $30 \div 2 = 15$, etc.) Then look for the 2 numbers you need from the number pile to make the operation. Call out loud the result once you've completed the calculation and explain your thinking to the rest of your group.

 3

The rest of your group members then take turns spinning the wheel, performing the needed operations to get the result.

 FINAL STEP

The game is over when all pupils in all teams have had a go and have placed their mathematical operations in the learning area, one below another.