

Revision Layer: Cumulative Connection

Name: _____ **Class:** _____ **Date:** _____

Use these short retrieval items before beginning the new work. Show a representation when it helps, keep units visible, and explain one answer to a partner.

1. Explain the action in of 20.

2. Find $+$ by naming the common unit.

3. Describe the difference between division as sharing and division as grouping.

4. Estimate whether $\times 18$ should be greater or less than 18.

Revision Layer: Strategy Studio

These tasks deliberately vary the numbers, representation, unknown, or context. Do not choose a method from the chapter title alone.

1. Solve $+$ in two representations and explain why the denominators must refer to the same-sized unit.

2. For $\div$, write one sharing story and one grouping story. Explain why the numerical answer is the same but the meanings differ.

3. A student solves $\times 15$ by multiplying only 2×15 and writing 30. Use a model or unit language to repair the method.

4. Create one fraction operation whose answer is greater than the starting quantity and one whose answer is smaller. Explain the scale factor.

Transfer Bridge: Familiar, Altered, Non-Routine, and Repair

Use this section after the worked examples and before the exit ticket. The method is deliberately not named in every task. First identify the relationship or action, then represent, solve, and check.

A. Familiar structure

Find $\times 15$. Show a partition model and a symbolic calculation.

B. Altered structure

Find $\times 20$ using a different representation from the familiar problem. Explain what stays the same.

C. Non-routine structure

A student has 15 litres of paint. The student uses $\frac{1}{3}$ of the paint for a mural and shares the remaining paint equally among 3 signs. What happens first, and how much paint goes to each sign?

D. Repair and compare

Two students solve $\div 3$. Student A writes $\times 3 =$. Student B writes $\times =$. Which student is correct? Explain the divisor.
