Aspect 5: I Can Multiply and Divide

NSW Numeracy Continuum, Aspect 5: Multiplication and Division
(Source: NSW Department of Education & Communities (2010), Numeracy Continuum K – 10.
Available at URL: http://www.numeracycontinuum.com/index.php/continuum-chart)

FORMING EQUAL GROUPS

- ☐ I can use counting and sharing to make groups of a given size (e.g. 3 groups of 2 or 12 shared between 3).
- ☐ I can count all items separately to find the total of a collection (e.g. 3 groups of 2)

●● ●● ●●
1 2 3 4 5 6

REPEATED

- ☐ I can count a collection using skip counting or known facts when all items can be seen (e.g. 3 groups of 2).

●● ●● ●●
2 4 6

- ☐ I can share a collection using skip counting or known facts when all items can be seen (e.g.12 shared between 3 is 4).

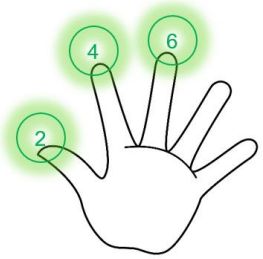
●●●● ●●●● ●●●●
4 8 12
4 + 4 = 8
8 = 4 = 12

FIGURATIVE UNITS

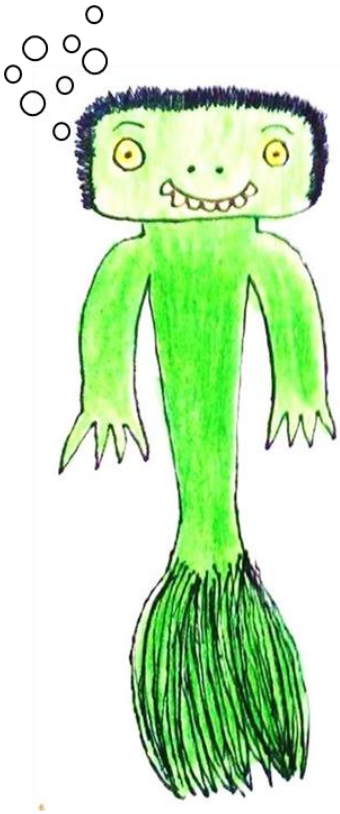
- ☐ I can use materials to represent the items in each group to help me find the total.
- ☐ I can use my knowledge of equal grouping and counting and doubling to find the total of a collection when items are modelled in some way.

REPEATED ABSTRACT UNITS

- ☐ I can use my fingers (or other method, such as tapping) to represent the items in each group.



- ☐ I can use my knowledge of equal grouping, counting and doubling to find the total of a collection when items are not seen or represented in some way.



MULTIPLICATION AND DIVISION AS OPERATIONS

- ☐ I can demonstrate the relationship between multiplication and division (e.g. 3 times 6 is 18; 18 divided by 6 is 3).
- ☐ I can use the relationship between multiplication and division to help me solve problems.

Important Note to Teachers, Parents and Caregivers: This this guide should be used with direct reference to the relevant aspect and section of the NSW Department of Education & Communities Numeracy Continuum K – 10, 2010.