

Division: Sharing, Grouping & Remainders

Interpret division as fair sharing and grouping, connect it to multiplication and recognise simple remainders.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Interpret division as fair sharing and grouping, connect it to multiplication and recognise simple remainders.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Division asks how many in each group or how many groups.

2 Multiplication and division are inverse relationships.

3 Some quantities do not divide evenly.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Share 24 counters among 6 groups.

Find how many groups of 4 are in 28.

Solve $26 \div 4$ using groups and describe the remainder.

Use $7 \times 5 = 35$ to solve $35 \div 7$.

Compare a sharing story with a grouping story.

Try it beyond the page

Real-world / hands-on connection

Use small objects to model the same division question in two ways: sharing and grouping.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a “division detective” page with four stories and matching diagrams.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. What does a remainder represent?

2. How does multiplication help division?

3. Are sharing and grouping always phrased the same way?

Quick review

1. In one sentence, explain the big idea of “Division: Sharing, Grouping & Remainders”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Items left after making equal groups.

2. Suggested response

A known fact can identify the quotient.

3. Suggested response

No.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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