Noughts and Crosses division – teacher notes

Learning Outcomes

* Derive division facts quickly up to 10 x 10.
* Use known number facts and place value to consolidate mental division.
* Develop calculator skills and use a calculator effectively.

# Resources

## List of division questions.

Copies of ‘Noughts and Crosses’ worksheet.

Counters

Calculators

# Oral and mental starter

Choose a division question from your list, say, 64 ÷ 4 and ask the pupils to give the answer. Ask them how they did their mental calculation. Repeat for other division questions.

# Main Activity

Give out the ‘Noughts and Crosses division’ sheet and the counters. Explain that they are to work in pairs, they must choose one number in the box and divide it by one number in the triangle. Cover up the answer in the large grid. If the other player does not agree, then it should be decided by checking on the calculator. The winner is the first pupil to get four counters in a line.

# Differentiation

More able: Go on to make up their own ‘Noughts and Crosses’ game.

Less able: May need help to play the game. Playing together at first will help.

# Plenary

Discuss and compare the different methods that were used to play the game.

### Noughts and crosses division

|  |  |  |  |
| --- | --- | --- | --- |
| 15 | 24 | 12 | 30 |
| 48 | 13 | 26 | 28 |
| 14 | 20 | 16 | 40 |
| 32 | 19 | 17 | 18 |

72

84

1. 54

120

78

51

112

57

96

**÷**

3

8

4

6

* Pick a number from the bottom rectangle and divide it by a number in the triangle.
* Work out the answer and tell your partner.
* They should then check it using a calculator.
* If you are correct place a counter over the answer in the big grid.
* If you are wrong, you lose a turn. Now it’s your partners turn.
* The winner is the first player to get four counters in a line vertically, horizontally or diagonally.