Making equal groups: answers and notes

What your child practised: putting things into groups of 2, 5 or 10 and counting how many groups there are. This is the second meaning of division in Year 2 (grouping).

Page 1 · Warm up

5, 10, **15**, 20, **25**, 30, **35**, 40

Page 2 · Try it together

20 in 2s: **10** groups · 20 in 5s: **4** · 20 in 10s: **2**
10 in 2s: **5** groups
Groups of 2 make the most groups.

Page 2 · A. Ring the groups

10 carrots: **5** groups of 2 · 15 apples: **3** groups of 5 · 20 dots: **2** groups of 10. Any rings are fine if each has the right number.

Page 3 · B. Number lines

0 to 12 in 2s: **6 jumps** (2, 4, 6, 8, 10, 12)
0 to 20 in 5s: **4 jumps** (5, 10, 15, 20)

Page 3 · C. Stories

Socks: **7** pairs · Seeds: **3** packets · Flowers: **5** bunches

At school

These can be written as division: 14 ÷ 2 = 7, 30 ÷ 10 = 3, 25 ÷ 5 = 5.

Challenge: No, Sam isn't right. 10 carrots with 5 in each bag makes **2 bags**. He said how many are in each bag, not how many bags. Ask your child to draw the bags and count them.

Watch out for

- **Mixing up the number of groups and how many are in each group.** In grouping, the group size is given; the answer is how many groups. Ask "How many bags did you fill?"
- **Uneven rings.** Check each ring has the right number before counting the rings.
- **Counting the numbers on a number line** instead of the jumps. Count the arcs, not the marks.

Going further (5 minutes, no paper)

- **Sock pairs:** match socks from the wash and count the pairs.
- **How many hops?** Count in 2s, 5s or 10s to a number and keep track of the hops on your fingers.
- **In the game:** Chapter 4, Arrays, puts equal groups into neat rows.