Same division. Three decisions.

Use 26 ÷ 8 = 3 remainder 2. Explain what the 3 and the 2 mean. The last question is optional if you have not learned about quarters.

1. There are 26 pupils. Each minibus has 8 seats available for pupils. Everyone must travel. How many minibuses are needed?

Draw, explain or show your working.

2. A 26 m ribbon is cut into full 8 m lengths. How many full lengths can be cut? How much ribbon is left?

Draw, explain or show your working.

3. Share 26 m of rope equally among 8 groups, using all of it. How long is each group’s piece?

Draw, explain or show your working.

Show why the answers change

4. There are 34 pupils. Each tent has 5 sleeping places available for pupils. Everyone needs a place. How many tents are needed?

Draw, explain or show your working.

5. Cut a 34 cm strip into full 5 cm pieces. How many full pieces can be made? What is left?

Draw, explain or show your working.

6. Write two different stories for 50 ÷ 8. One must need an answer of 7; the other must need an answer of 6. Explain why.

Draw, explain or show your working.

Answers and teaching notes

1. 4 minibuses. Three provide 24 pupil seats; two pupils still need seats. Adult and driver seating is outside the stated pupil-seat capacity.

2. 3 full lengths; 2 m left. Check: 3 × 8 + 2 = 26.

3. 3¼ m (3.25 m) per group. Each gets 3 m, then 2 ÷ 8 = ¼ m more. Check: 8 × 3.25 = 26.

4. 7 tents. Six provide 30 pupil places; four more pupils need places.

5. 6 full pieces; 4 cm left. Check: 6 × 5 + 4 = 34.

6. Example: 50 pupils need vehicles with 8 pupil seats: 7 vehicles. A 50 m ribbon makes 6 full 8 m lengths, with 2 m left. Other clearly worded valid stories are welcome.

Support: counters, grouped drawings, oral explanations and a supplied division fact. Keep the interpretation question; do not replace it with only a calculation.

Check next: ask “What does the remainder count?” A correct calculation alone does not settle the contextual answer. 3 remainder 2 is not 3.2.