

# Diagnostic **TASK**

FOCUS

**Understand Operations**

- Key Understanding 5

## **Finding Factors**

**Years/Grades 5–7**

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### **Purpose**

To find out if children understand and can use the inverse relationship between multiplication and division.

### **Equipment**

Worksheet and a calculator for each child

### **Producing work samples**

#### **Individual interview or whole class activity**

The question in the box at the bottom of the page is the crucial part of this task and will give you the most significant information about what students know.

It will be necessary to remind students what a factor is and let them practise with easier numbers like 12 or 15. The students could be given some factor activities on the board, which are similar to the first two boxes to enable them to become familiar with the idea of factors.

This task can be used as an individual interview or as a whole class activity. It may be beneficial to give the top part of the task to the whole class but withhold the last box from the sheet and use it in an individual interview.

## Finding Factors

Name \_\_\_\_\_ Year/Grade \_\_\_\_\_ Date \_\_\_\_\_

Find factors for these numbers

81 \_\_\_\_\_

Which numbers did you try? \_\_\_\_\_

Which ones were hardest to find? \_\_\_\_\_

How did you work it out? \_\_\_\_\_

\_\_\_\_\_

105 \_\_\_\_\_

Which numbers did you try? \_\_\_\_\_

Which ones were hardest to find? \_\_\_\_\_

How did you work it out? \_\_\_\_\_

\_\_\_\_\_

Sam wondered if 13 was a factor of 105 but did not know what to put into the calculator to find out. Explain to Sam what he could do to find out.