

DIVISION – DAY 2

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

STARTER

Which one doesn't belong?

★ a) $24 \div 4$

b) $36 \div 6$

c) $19 \div 3$

d) $30 \div 5$

Explain your answer.

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

STARTER

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Which one doesn't belong?

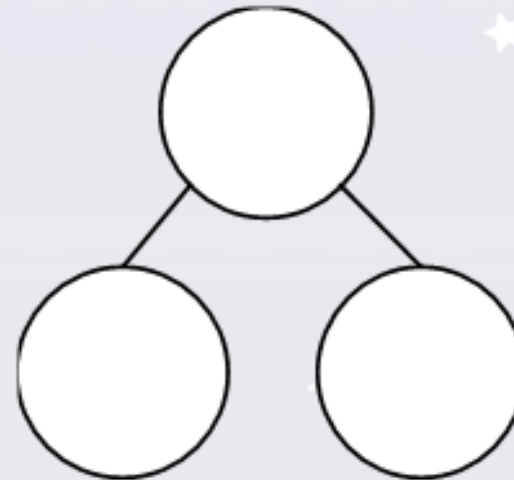
- ★ a) $24 \div 4$
- b) $36 \div 6$
- c) $19 \div 3$
- d) $30 \div 5$

c) doesn't belong as $19 \div 3 = 6 \text{ r.1}$, while the other calculations all share 6 as a quotient without a remainder: a) $24 \div 4 = 6$, b) $36 \div 6 = 6$ and d) $30 \div 5 = 6$.

FLUENCY

Ruth uses a place value chart, Base 10 and a part-whole model to calculate $23 \div 2$.

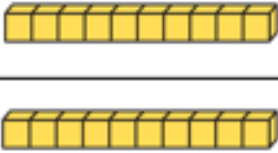


tens	ones

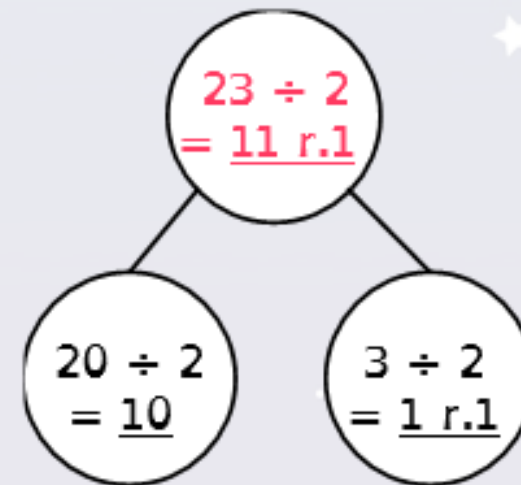


L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

FLUENCY

Ruth uses a place value chart, Base 10 and a part-whole model to calculate $23 \div 2$.

tens	ones
	
	

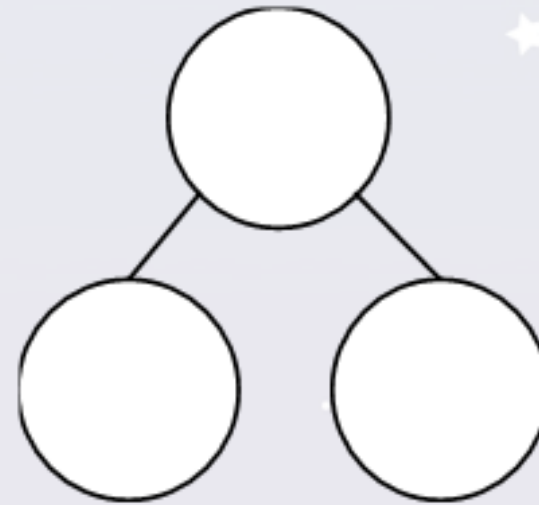


L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

FLUENCY

Ruth uses a place value chart, Base 10 and a part-whole model to calculate $68 \div 3$.

tens	ones









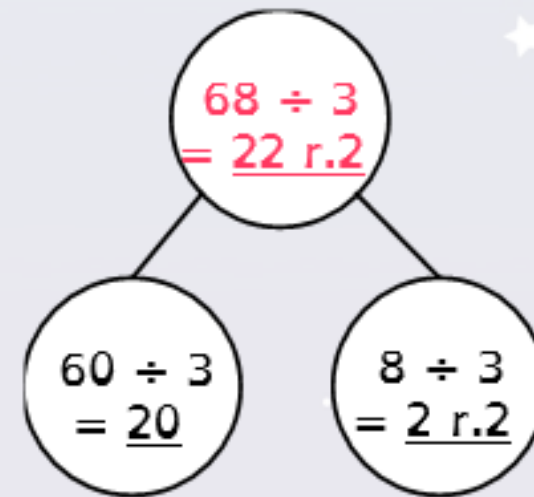
L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Ruth uses a place value chart, Base 10 and a part-whole model to calculate $68 \div 3$.

tens	ones
	
	
	



FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Use a place value chart, mathematical equipment and part-whole models.
Calculate:







a) $37 \div 3 =$

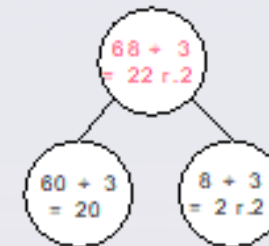
b) $86 \div 4 =$

c) $67 \div 3 =$

d) $62 \div 3 =$

e) $95 \div 3 =$

tens	ones
	
	
	



FLUENCY

Use a place value chart, mathematical equipment and part-whole models.
Calculate:







a) $37 \div 3 = \underline{12 \text{ r.1}}$

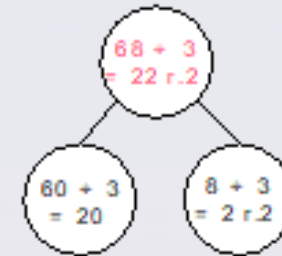
b) $86 \div 4 = \underline{21 \text{ r.2}}$

c) $67 \div 3 = \underline{22 \text{ r.1}}$

d) $62 \div 3 = \underline{20 \text{ r.2}}$

e) $95 \div 3 = \underline{31 \text{ r.2}}$

tens	ones
	
	
	



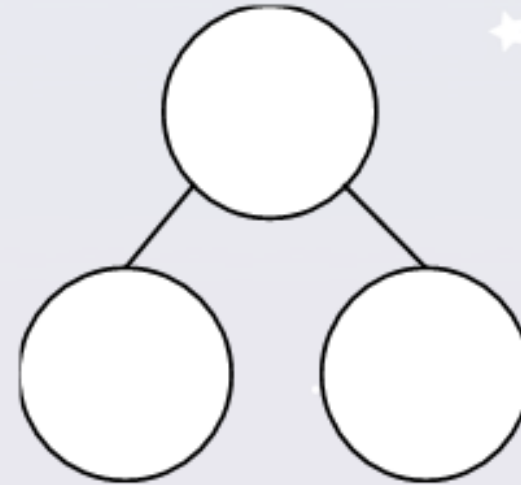
L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

James uses a place value chart, counters and a part-whole model to calculate $44 \div 3$. He shares the tens first, but has one ten leftover he needs to exchange and share...

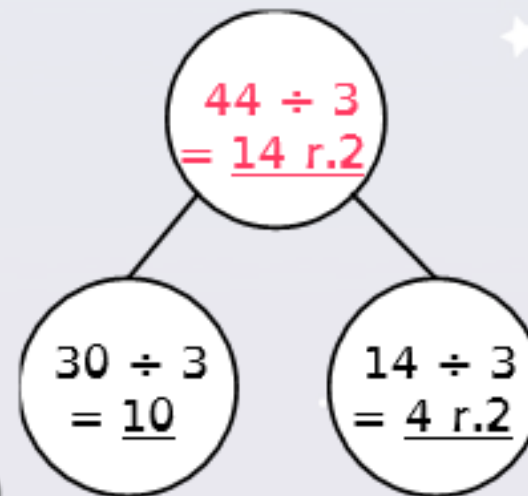
tens	ones



FLUENCY

James uses a place value chart, counters and a part-whole model to calculate $44 \div 3$. He shares the tens first, but has one ten leftover he needs to exchange and share...

tens	ones



L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Use a place value chart, mathematical equipment and part-whole models.
Calculate:

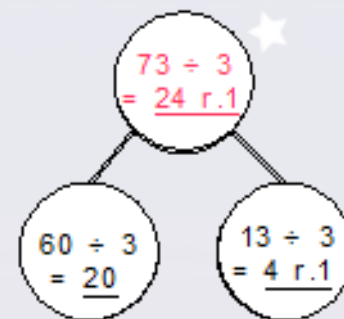
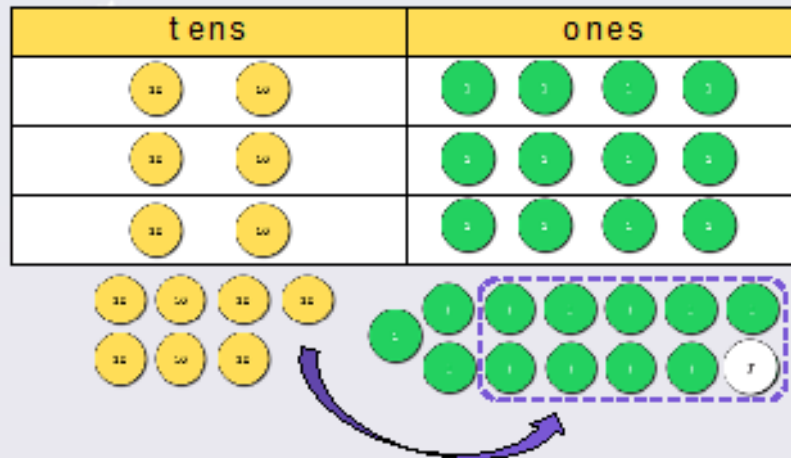
a) $77 \div 3 =$

b) $55 \div 4 =$

c) $98 \div 4 =$

d) $77 \div 6 =$

e) $89 \div 7 =$



FLUENCY

Use a place value chart, mathematical equipment and part-whole models. Calculate:

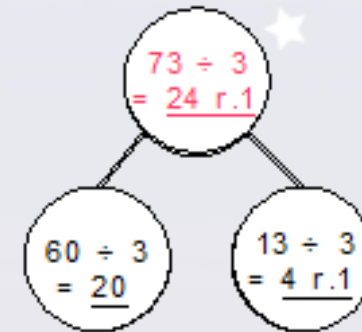
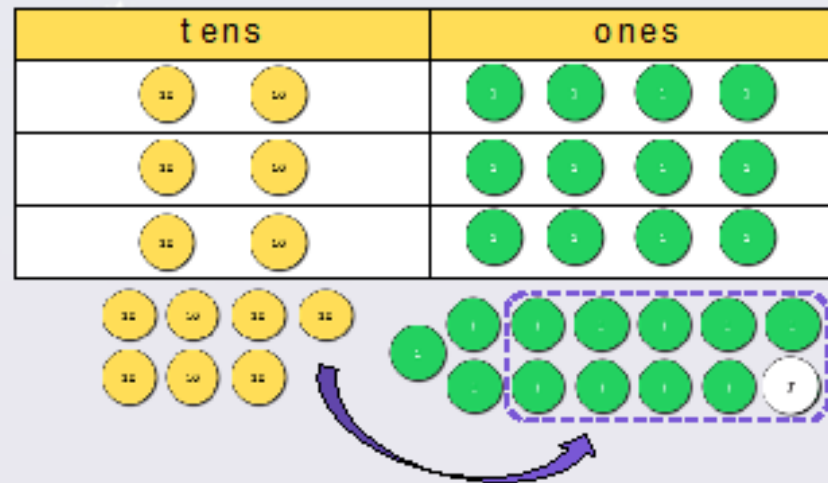
a) $77 \div 3 = \underline{25 \text{ r.} 2}$

b) $55 \div 4 = \underline{13 \text{ r.} 3}$

c) $98 \div 4 = \underline{24 \text{ r.} 2}$

d) $77 \div 6 = \underline{12 \text{ r.} 5}$

e) $89 \div 7 = \underline{12 \text{ r.} 5}$



L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

PROBLEM SOLVING

Yasmin completes the following calculation:

★ $40 \div 3 = 13 \text{ r.}1$

★ She says, “40 is worth one more than a multiple of 3.”

Do you agree?

★ Explain how you know.

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

PROBLEM SOLVING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Yasmin completes the following calculation:

★ $40 \div 3 = 13 \text{ r.}1$

She says, “40 is worth one more than a multiple of 3.” ★

Yes, I agree with Yasmin.

She has completed the division calculation correctly, which means that 40 must be worth one more than a multiple of 3 as there is a remainder of 1, the dividend having been divided by 3.

40 is worth one more than 39, the product of 13 and 3.

PROBLEM SOLVING

51 marbles are shared between four friends.
How many marbles remain after they have been shared equally?

James says, "There is one marble left over."

Ahmed says, "There are eleven marbles left over."

Ruth says, "There are three marbles left over."

Yasmin says, "There are four marbles left over."

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

PROBLEM SOLVING

51 marbles are shared between four friends.
How many marbles remain after they have been shared equally?

James says, "There is one marble left over."

Ahmed says, "There are eleven marbles left over."

Ruth says, "There are three marbles left over."

Yasmin says, "There are four marbles left over."

Ruth is correct, as $51 \div 4 = 12 \text{ r.}3$. It is possible to share 48 equally as 48 is a multiple of 12, then three marbles are left over.

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

PROBLEM SOLVING

Jamal is thinking of a two-digit number.

★ It is less than 50.

★ When it is divided by 2, there is a remainder of 1.

When it is divided by 3, there is not a remainder.

When it is divided by 4, there is a remainder of 3.

When it is divided by 5, there is a remainder of 4.

★ What number is Jamal thinking of?

Explain your answer.

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

PROBLEM SOLVING

Jamal is thinking of a two-digit number.

★ It is less than 50.

When it is divided by 2, there is a remainder of 1.

When it is divided by 3, there is not a remainder.

When it is divided by 4, there is a remainder of 3.

When it is divided by 5, there is a remainder of 4.

What number is Jamal thinking of?

Explain your answer.

Jamal is thinking of the number 39. It is a multiple of 3, so it will not have a remainder when divided by 3. When divided by two 39 has a remainder of 1, it has a remainder of 3 when divided by 4 ($39 \div 4 = 9 \text{ r. } 3$) and has a remainder of 4 when divided by 5 ($39 \div 5 = 7 \text{ r. } 4$).

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

REASONING

Evaluation:



Two-digit odd numbers divided by an even number will require a remainder.

Is Astrobee's statement always, sometimes or never true?
Explain your answer.

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

REASONING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, with remainders.

Evaluation:



Two-digit odd numbers divided by an even number will require a remainder.

Astrobee's statement is always true. For example, $13 \div 4 = 3 \text{ r.}1$, $77 \div 6 = 12 \text{ r.}5$ and $99 \div 10 = 9 \text{ r.}9$