DIVISION – DAY 1

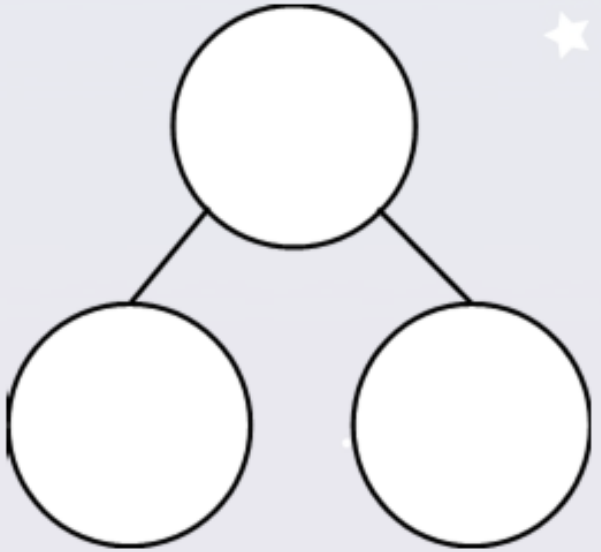
L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders.

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Ruth uses a place value chart, Base 10 and a part-whole model to calculate 22 ÷ 2.

tens	ones



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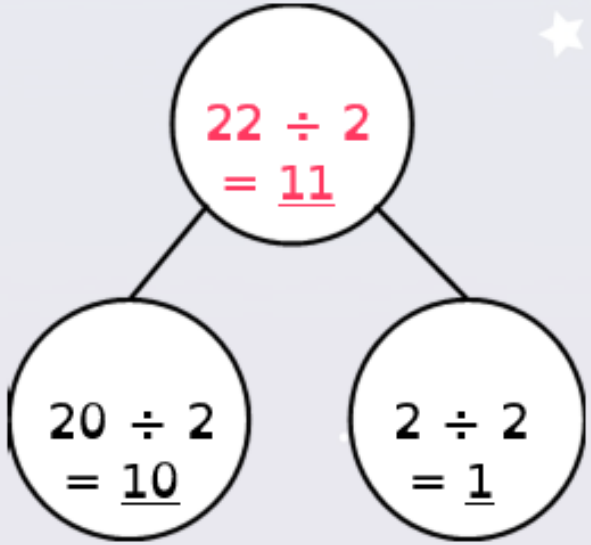
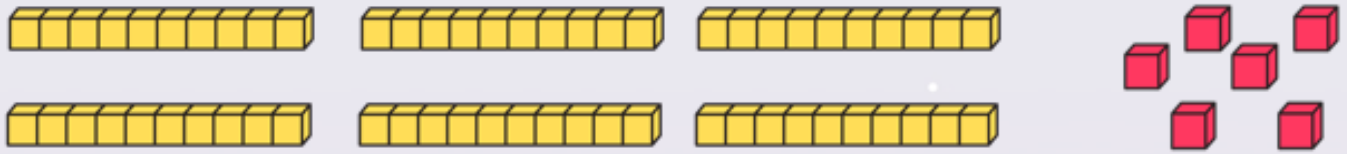


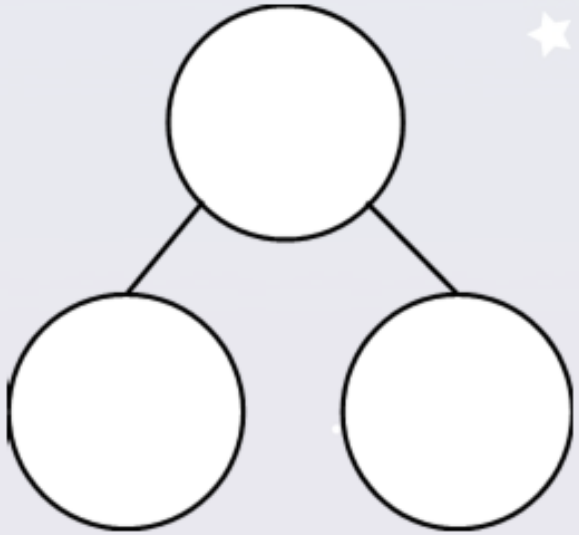
FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Ruth uses a place value chart, Base 10 and a part-whole model to calculate 66 ÷ 3.

tens	ones



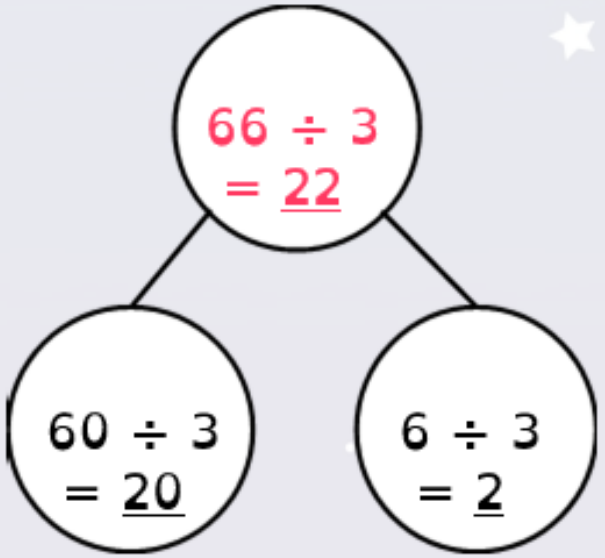


FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Ruth uses a place value chart, Base 10 and a part-whole model to calculate 66 ÷ 3.

tens	ones
	
	
	



FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

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

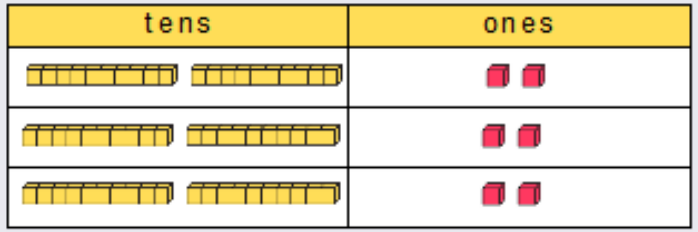
a) 48 ÷ 4 =

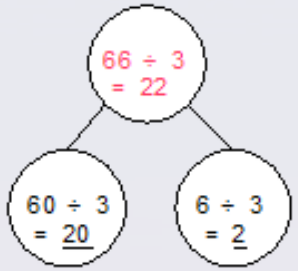
b) 88 ÷ 4 =

c) 69 ÷ 3 =

d) 63 ÷ 3 =

e) 96 ÷ 3 =





FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

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

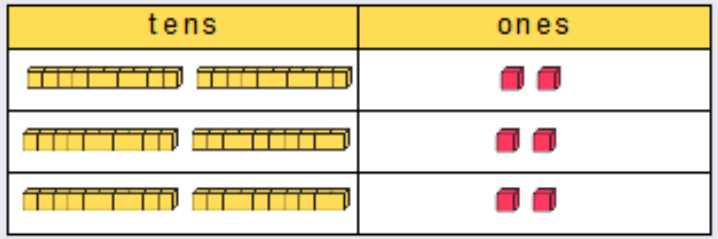
a) 48 ÷ 4 = 12

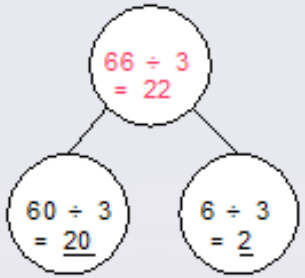
b) 88 ÷ 4 = 22

c) 69 ÷ 3 = 23

d) 63 ÷ 3 = 21

e) 96 ÷ 3 = 32



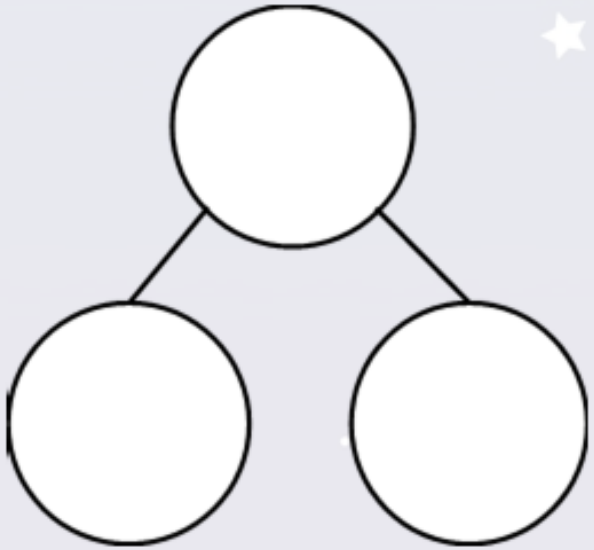


FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

James uses a place value chart, counters and a part-whole model to calculate 72 ÷ 3.
He shares the tens first, but has one ten leftover he needs to exchange and share...

tens	ones



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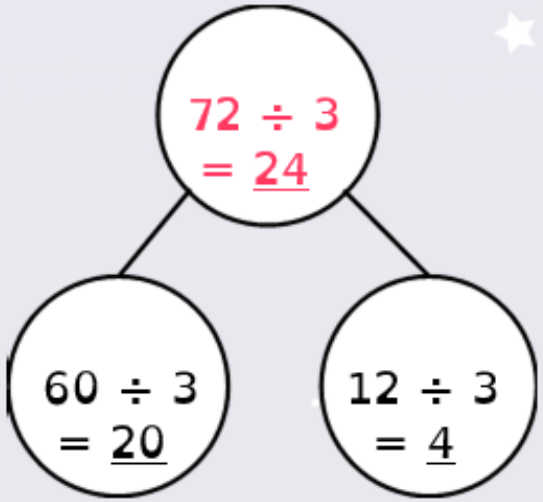


FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Use the comparison symbols (<, > and =) to complete the following:

45 ÷ 3	○	39 ÷ 3
84 ÷ 7	○	75 ÷ 5
84 ÷ 6	○	51 ÷ 3
36 ÷ 3	○	48 ÷ 4

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Use the comparison symbols (<, > and =) to complete the following:

45 ÷ 3	>	39 ÷ 3
84 ÷ 7	<	75 ÷ 5
84 ÷ 6	<	51 ÷ 3
36 ÷ 3	=	48 ÷ 4

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Use the comparison symbols (<, > and =) to complete the following:

48 ÷ 3	○	64 ÷ 4
91 ÷ 7	○	84 ÷ 6
75 ÷ 5	○	45 ÷ 3
51 ÷ 3	○	76 ÷ 4

FLUENCY

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Use the comparison symbols (<, > and =) to complete the following:

48 ÷ 3	=	64 ÷ 4
91 ÷ 7	<	84 ÷ 6
75 ÷ 5	=	45 ÷ 3
51 ÷ 3	<	76 ÷ 4

PROBLEM SOLVING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Ahmed has 72 marbles.
He gives them away in equal amounts to friends at school.
He has no marbles left over after handing them out.

How many people might he have given marbles too,

and how many marbles would each person have received?

PROBLEM SOLVING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Ahmed has 72 marbles.
He gives them away in equal amounts to friends at school.
He has no marbles left over after handing them out.

How many people might he have given marbles too,

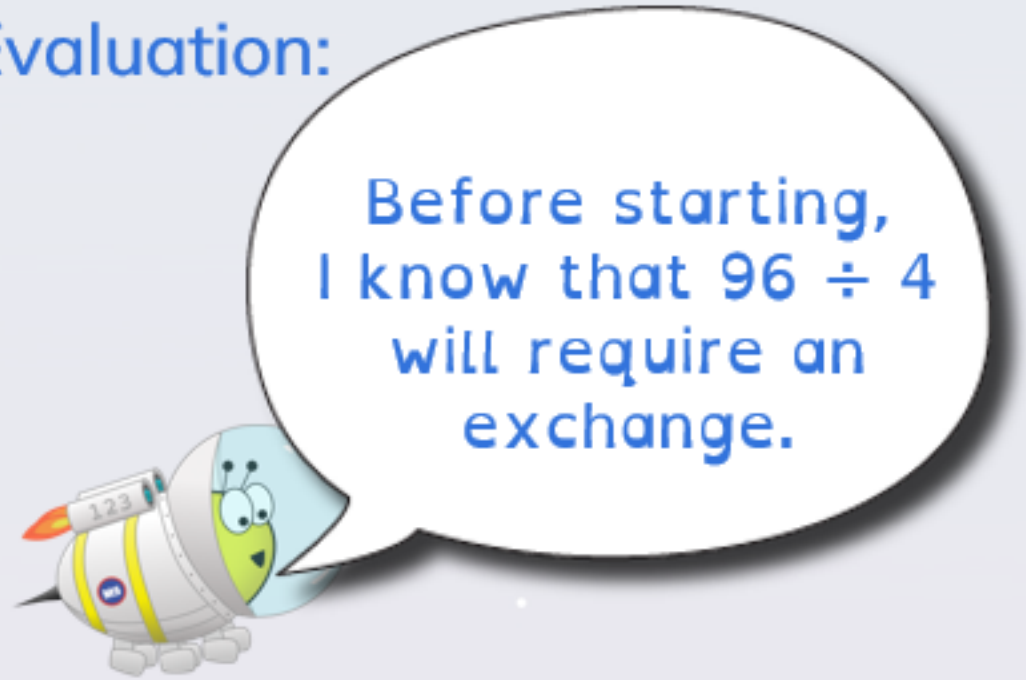
and how many marbles would each person have received?

Ahmed might have given 1 person 72 marbles, 2 people 36 marbles each, 3 people 24 marbles each, 4 people 18 marbles each, 6 people 12 marbles each, 8 people 9 marbles each, 9 people 8 marbles each, 12 people 6 marbles each, 18 people 4 marbles each, 24 people 3 marbles each, 36 people 2 marbles each, 72 people 1 marble each.

REASONING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Evaluation:



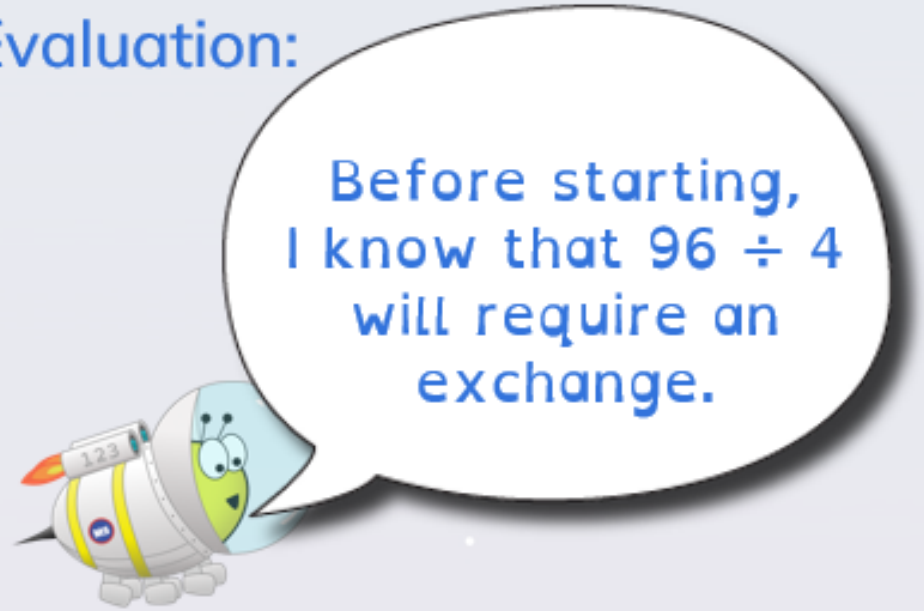
Do you agree?

Provide other examples and non-examples to support your response.

REASONING

L.O. I can use mathematical equipment to support my understanding of dividing 2-digit numbers by 1-digit numbers, without requiring remainders

Evaluation:



If the dividend's tens digit is not a multiple of the divisor, an exchange will be required. For example, 75 ÷ 3 requires an exchange to arrive at the quotient, 25. However, if the tens digit in the dividend is a multiple of the divisor, for example 66 ÷ 3 = 22, then an exchange is not required.