

Beyond the Basic Facts: Division

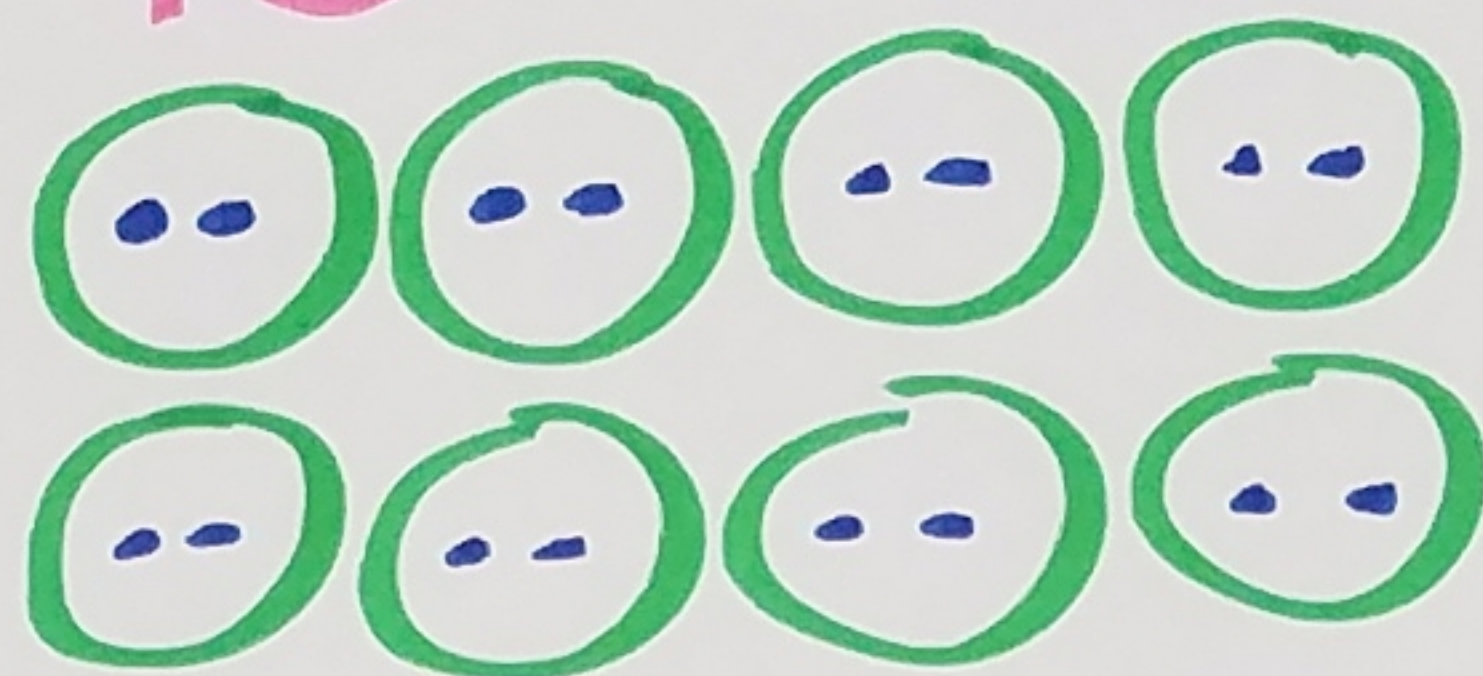
□ Introducing the facts

Since

$$2 \times 8 = 16$$

Then

$$16 \div 8 = 2 \text{ and } 16 \div 2 = 8$$



$$2 \times 9 = 18$$

$$18 \div 9 = 2$$

$$18 \div 2 = 9$$

Dividend Divisor Quotient

□ Finding Variables

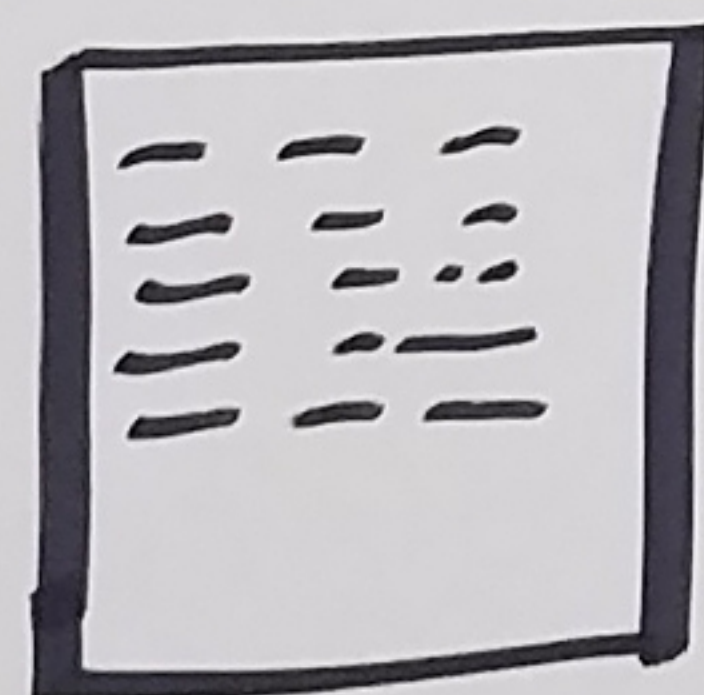
Say: $2 \times \boxed{\text{"what"}} = 16 \rightarrow 2 \overline{)16}$

Say: $8 \times \boxed{\text{"what"}} = 16 \rightarrow 8 \overline{)16}$

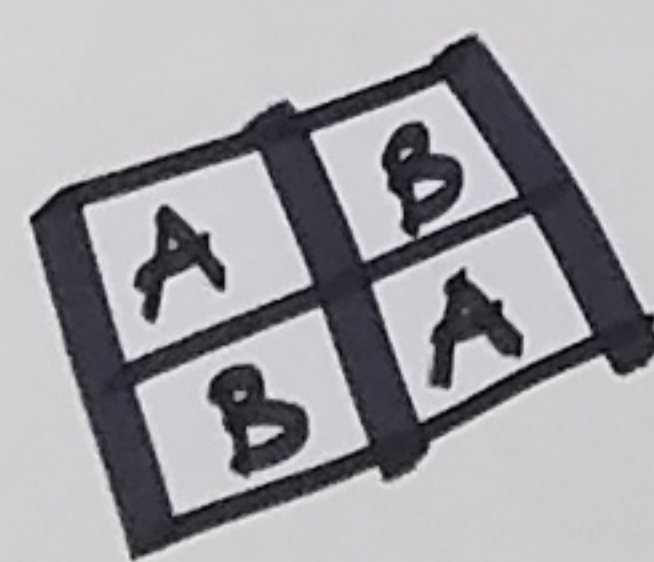
$$2 \overline{)16}$$

□ Fluency Practice

5 Times each!



See it!
Say it!
Write it!



Partner Practice
Related Fact/Inverse

□ Oral Fluency Practice

$$1 \times 8 = 8 \quad 2 \times 8 = 16 \quad 9 \times 2 = 18$$

Teacher:

Since $2 \times 8 = 16$

Then,
Student 1: $16 \div 2 = 8$

Student 2: $16 \div 8 = 2$

□ Application

$$18 \div 2 = 9 \quad 1606 \div 2 = 803$$

$$1,682 \div 2 = 841 \quad 1,864 \div 2 = 932$$

$2 \overline{)18}$	$2 \overline{)1606}$
$2 \overline{)1682}$	$2 \overline{)1864}$

→ can use other strategies

□ Share

- use complete sentences
- vocabulary
- Justify, draw, explain!

BTBF Considerations for Division

Standard Algorithm

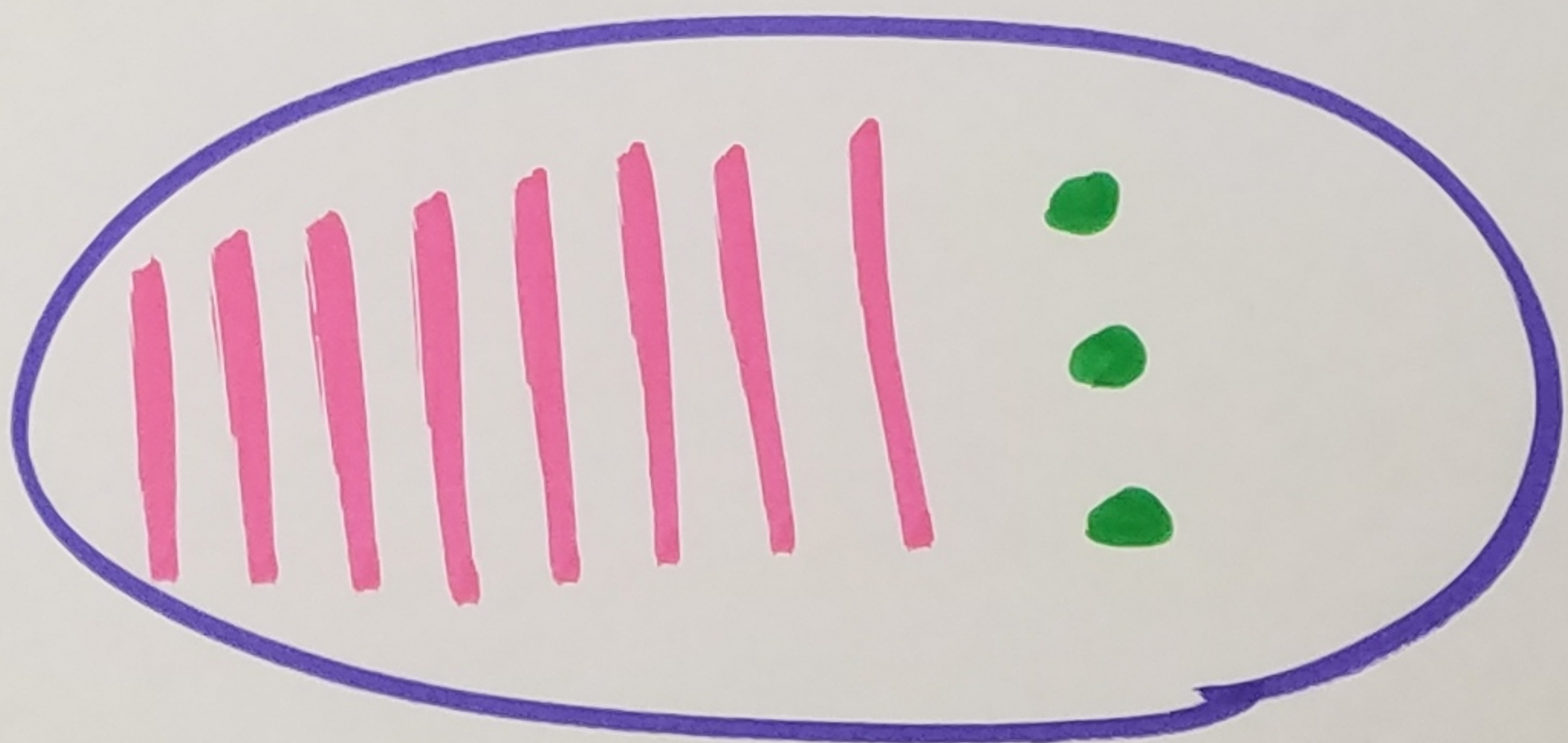
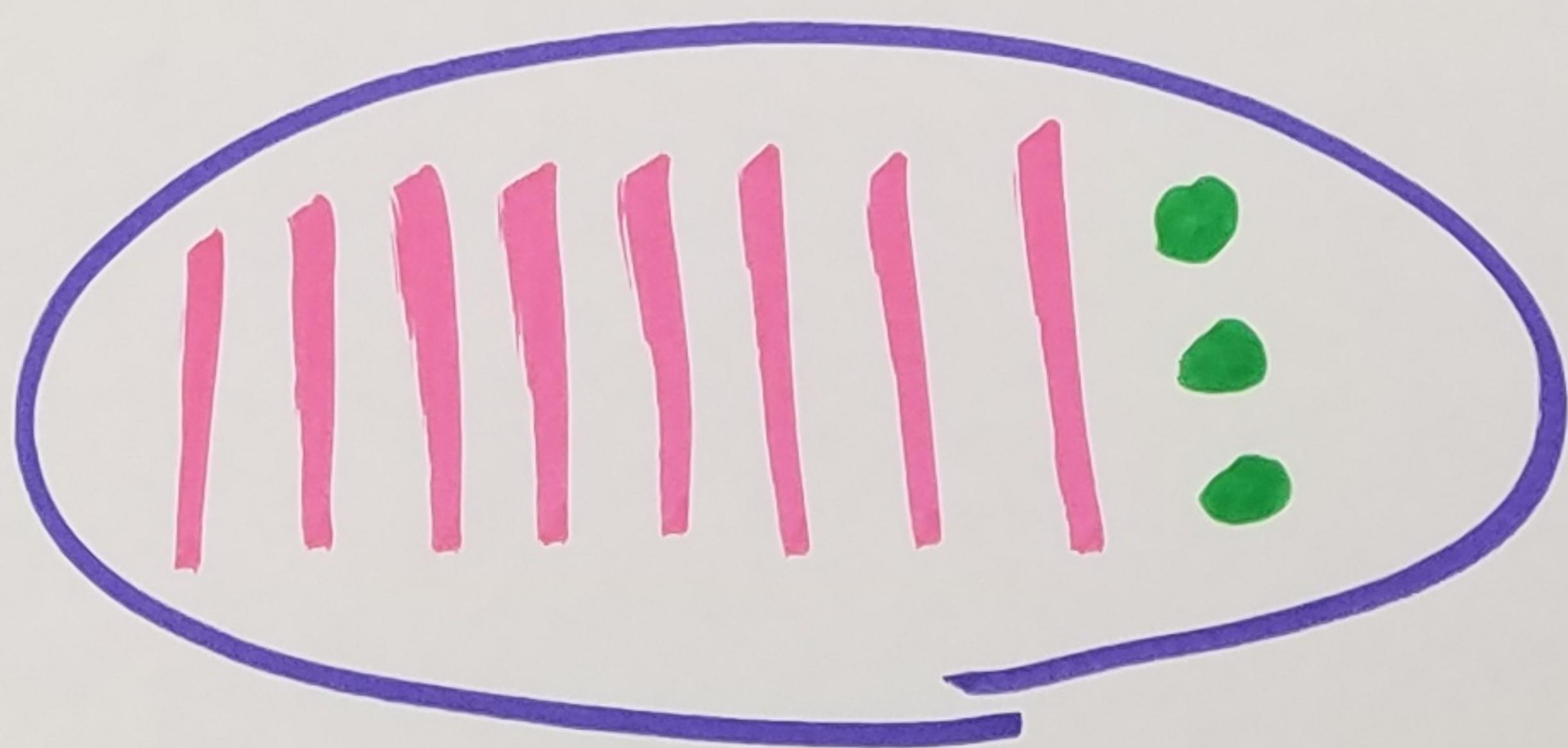
$$\begin{array}{r}
 \boxed{83} \\
 2 \overline{) 166} \\
 \underline{- 16} \\
 06 \\
 \underline{- 6} \\
 0
 \end{array}$$

Area Model for division

$$\begin{array}{c}
 50 \quad 30 \quad 3 \rightarrow \boxed{83} \\
 2 \begin{array}{|c|c|c|} \hline 100 & 60 & 6 \\ \hline \end{array} \\
 \begin{array}{|c|c|c|} \hline \underline{-100} & \underline{-60} & \underline{-6} \\ \hline 0 & 0 & 0 \\ \hline \end{array}
 \end{array}$$

Draw a picture

$$166 \div 2 =$$



Create a Story Problem

Andrea had 166 stickers. She wanted to put an equal amount in each of her 2 sticker books. If she distributes all her stickers, how many will go in each book?