

SESSION: 7

CLASS: 3

SUBJECT: MATHEMATICS

CHAPTER NUMBER: 6

CHAPTER NAME: DIVISION

SUBTOPIC: DIVISION OF 4-DIGIT NUMBERS

CHANGING YOUR TOMORROW

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LEARNING OBJECTIVE:

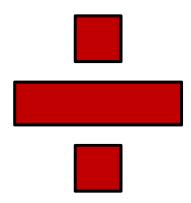
Children will:

- *Determine that division is dividing objects into equal groups.
- *Explain the steps of Division.
- *Solve problems using Division.
- *Be able to use equal groups, drawings, and measurement quantities to solve division primoblems.
- *Will construct solutions to solve simple division problems, and will be able to explain and defend how they generated answers for division problems.



DIVISIONDIVISION OF 4-DIGIT NUMBERS

Do you know what is the symbol or sign of DIVISION

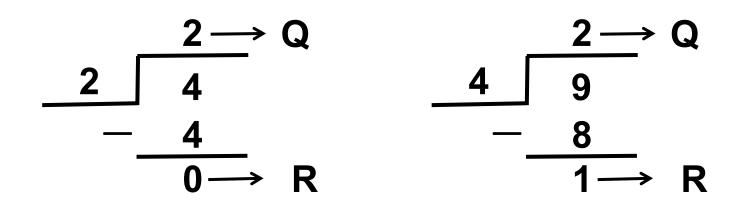




DIVISION OF 4-DIGIT NUMBERS

Let us recapitulate:

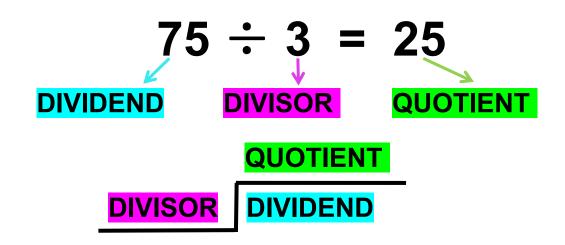
1)
$$4 \div 2 = Q = 2$$
, $R = 1$ 2) $9 \div 4 = Q = 2$, $R = 1$





DIVISION OF 4-DIGIT NUMBERS

DIVISION:



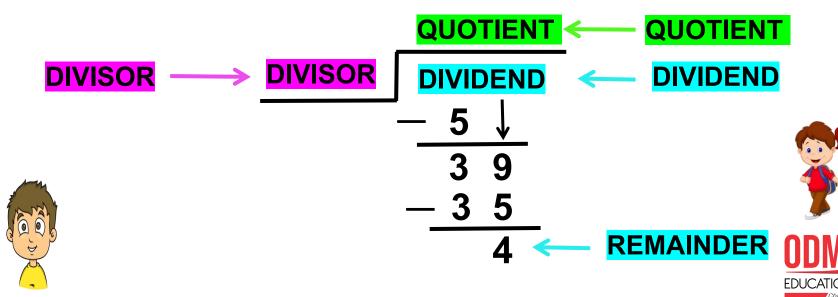




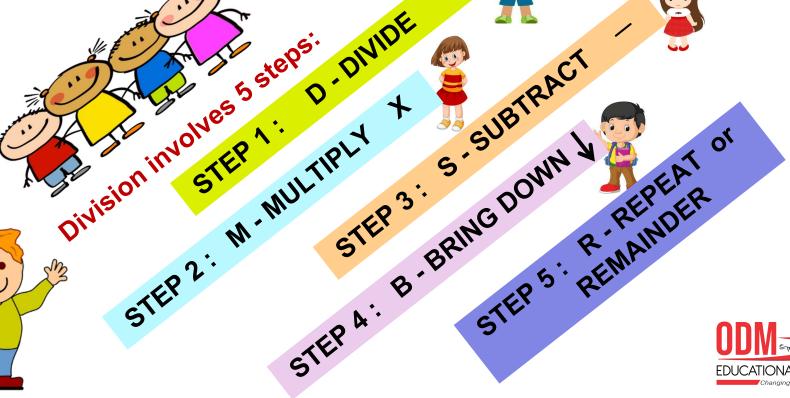
DIVISION OF 4-DIGIT NUMBERS

DIVISION:

$$89 \div 5$$
 Q = 17, R = 4



DIVISION DIVISION OF 4-DIGIT NUMBERS

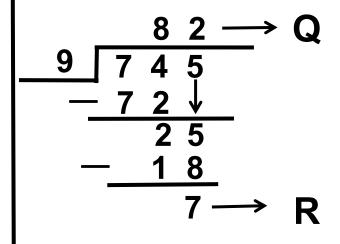




DIVISION OF 4-DIGIT NUMBERS

Let us understand through examples: 3-digit by 1-digit

987 ÷ 8 Q = 123, R = 3
$$| 745 \div 9 |$$
 Q = 82, R = 7

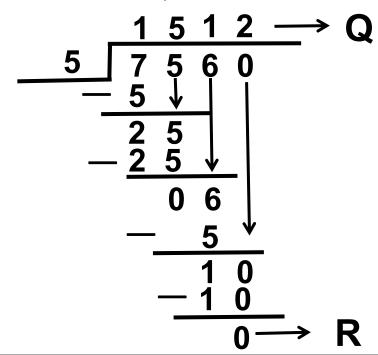




DIVISION OF 4-DIGIT NUMBERS

Let us see some more examples: 4-digit by 1-digit

$$7560 \div 5$$
 Q = 1512, R = 0







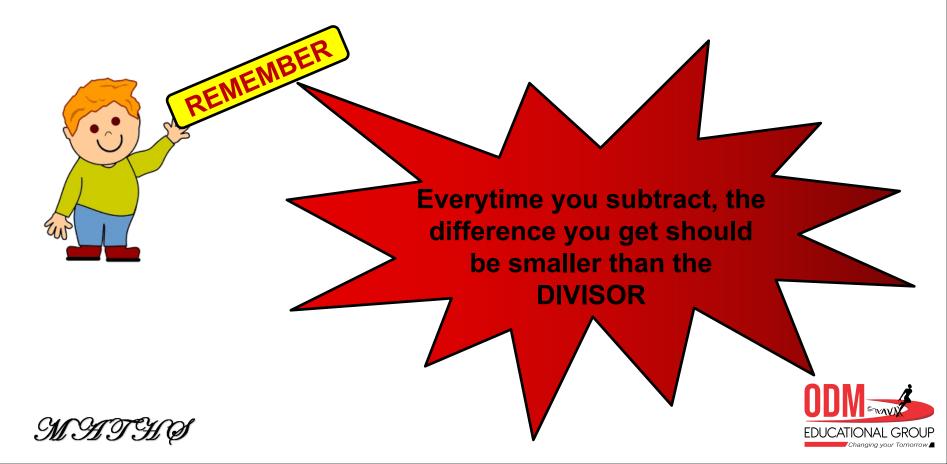
DIVISION OF 4-DIGIT NUMBERS

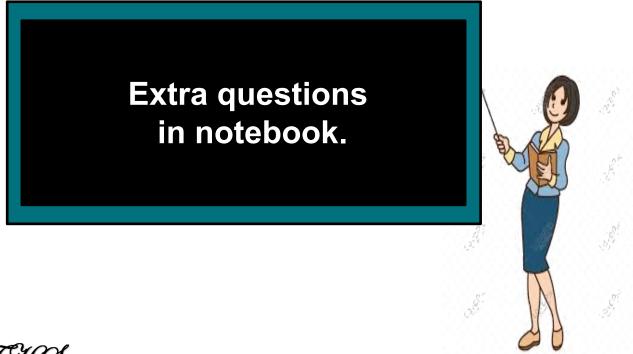
Here are some more examples: 4-digit by 1-digit

$$Q = 769, R = 0$$













DIVISION OF 4-DIGIT NUMBERS

Now let us solve:

1) 954 ÷ 3

2) 759 ÷ 8

3) 5486 ÷ 4

4) 6255 ÷ 9





DIVISION OF 4-DIGIT NUMBERS

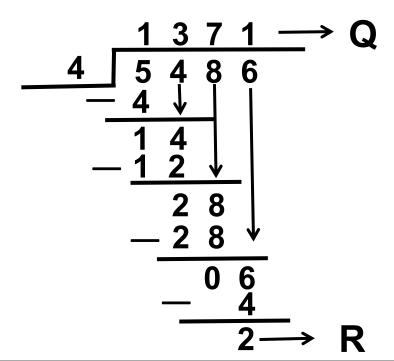


MATHS



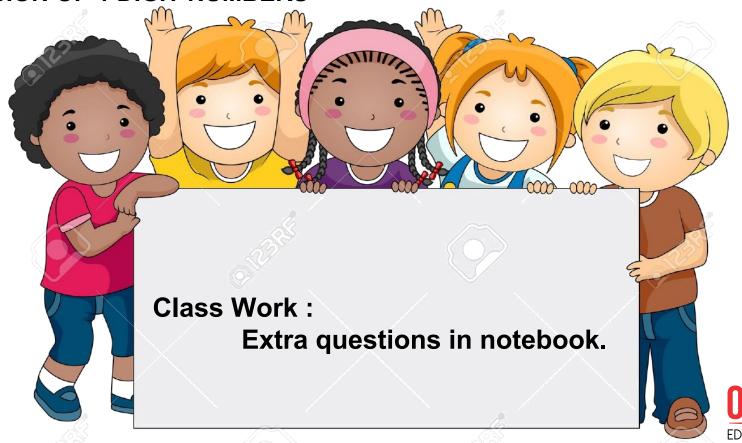


3)
$$5486 \div 4$$
 Q = 1371, R = 2









LEARNING OUTCOME:

Children are confident to determine that division is dividing objects into equal groups. Explain the steps of Division. Solve problems using Division. Be able to use equal groups, drawings, and measurement quantities to solve division primoblems and will construct solutions to solve simple division problems, and will be able to explain and defend how they generated answers for division problems.



