ODM EDUCATIONAL GROUP
Changing your Tomorrow

SESSION : 10
CLASS : 3
SUBJECT : MATHEMATICS
CHAPTER NUMBER: 6
CHAPTER NAME : DIVISION
SUBTOPIC : DIVISION BY A 2-DIGIT NUMBER

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LEARNING OBJECTIVE :

Children will :

***Determine that division is dividing objects into equal groups.**

***Define these terms: dividend, divisor, and quotient.**

***Recognize that division is the opposite of multiplication.**

***Explain division.**

***Perform division.**

***Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.**

DIVISION

DIVISION BY A 2-DIGIT NUMBER

MATHS

EXAMPLE :

DIVIDE	MULTIPLY	SUBTRACT	BRING DOWN
3 15) 5 4 3	3 15) 5 4 3 4 5	3 15) 5 4 3 - 4 5 9	3 15) 5 4 3 - 4 5 ↓ 9 3
54 ÷ 15	15 x 3	54 - 45	3 ↓

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MATHS

DIVIDE	MULTIPLY	SUBTRACT	BRING DOWN
36 15) 543 - 45 93	36 15) 543 - 45 93 90	36 15) 543 - 45 93 - 90 3	As there is no more digits so there is nothing to bring down and 3is the remainder.
93 ÷ 15	15 x 6	93 - 90	

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Now let us see when you do not know the multiplication table of the divisor:

EXAMPLE : 963 ÷ 13

```
          7 4  ⟶  Q
      ________
13 |  9 6 3
   −  9 1 ↓
      ______
        5 3
   −    5 2
      ______
          1  ⟶  R
```

$$\begin{array}{r} 13 \\ \times\ 7 \\ \hline 91 \end{array}$$

$$\begin{array}{r} 13 \\ \times\ 4 \\ \hline 52 \end{array}$$

MATHS

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EXAMPLE : 749 ÷ 21

```
         3  5  ——→  Q
      ________
21  |  7  4  9
    — 6  3  ↓
      ________
       1  1  9
    — 1  0  5
      ________
          1  4  ——→  R
```

$$\begin{array}{r} 21 \\ \times\ 3 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 21 \\ \times\ 5 \\ \hline 105 \end{array}$$

MATHS

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Exercise-6 B - Q.No A -1 to 5
bk. pg. 87
in notebook.

MATHS

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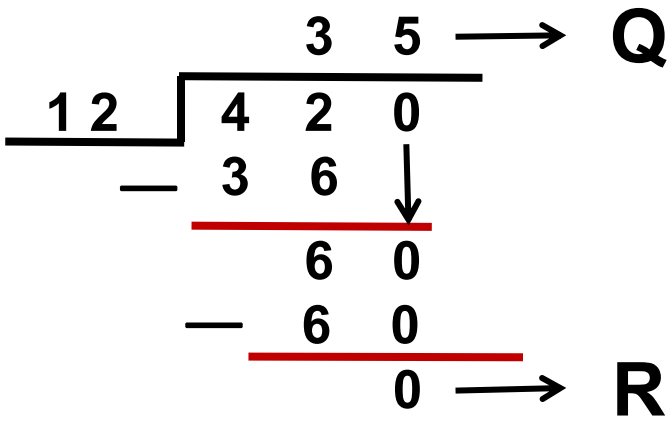
DIVISION BY A 2-DIGIT NUMBER

A. Divide the following in your notebook.

1) 420 ÷ 12



$$\begin{array}{r} 12 \\ \times\ 5 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 12 \\ \times\ 3 \\ \hline 36 \end{array}$$

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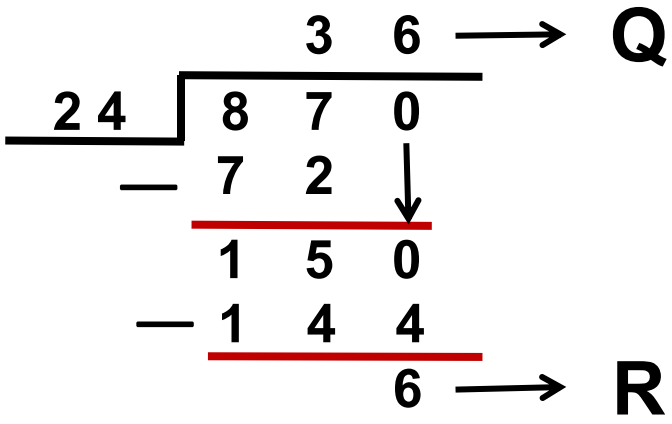
2) 870 ÷ 24



$$\begin{array}{r} 24 \\ \times\ 3 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 24 \\ \times\ 6 \\ \hline 144 \end{array}$$

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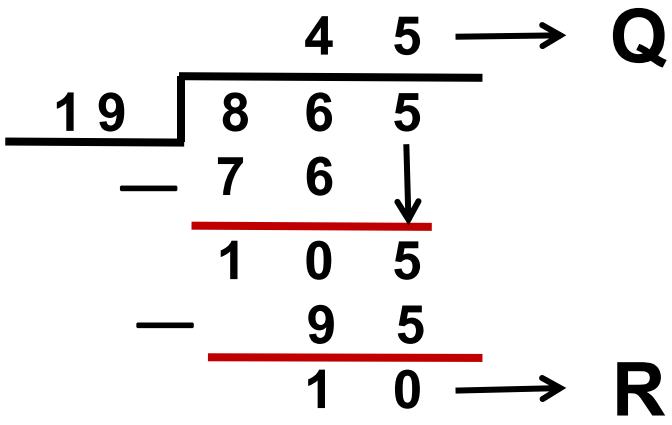
3) 865 ÷ 19



$$\begin{array}{r} 19 \\ \times\ 5 \\ \hline 95 \end{array}$$

$$\begin{array}{r} 19 \\ \times\ 4 \\ \hline 76 \end{array}$$

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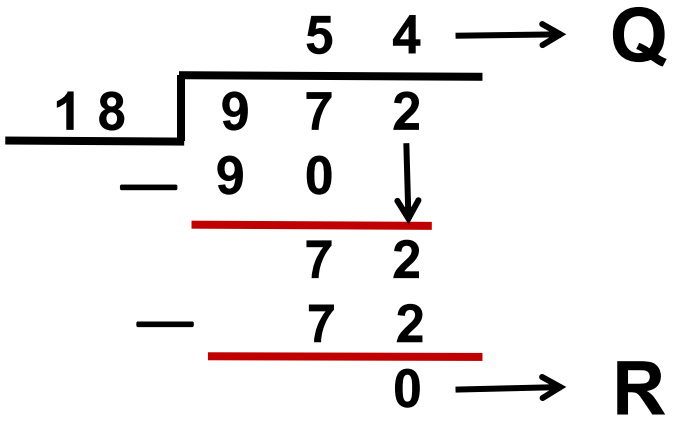
4) 972 ÷ 18



$$\begin{array}{r} 18 \\ \times\ 5 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 18 \\ \times\ 4 \\ \hline 72 \end{array}$$

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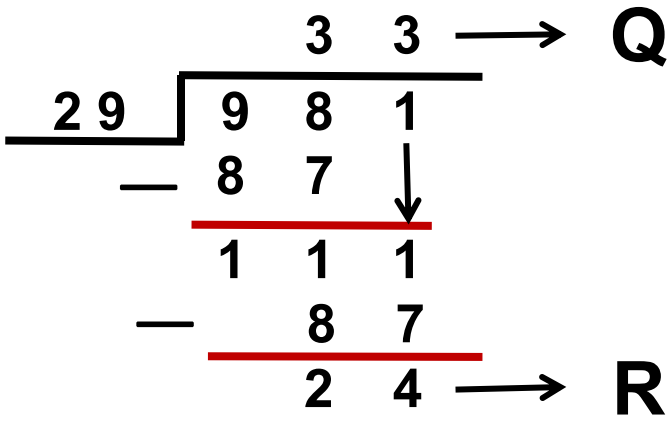
5) 981 ÷ 29



$$\begin{array}{r} 29 \\ \times\ 3 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 29 \\ \times\ 3 \\ \hline 87 \end{array}$$

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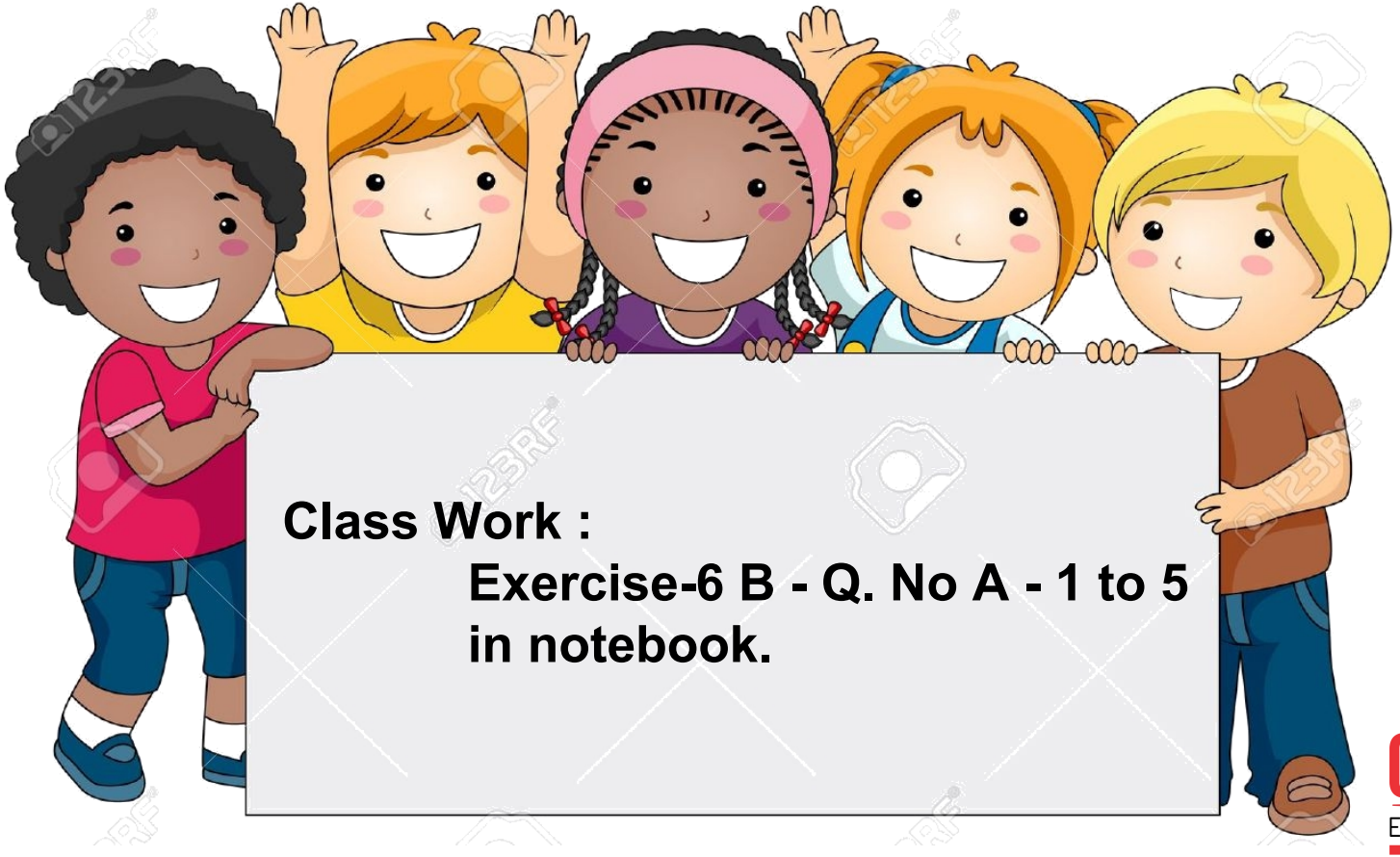
DIVISION BY A 2-DIGIT NUMBER

VIDEO

DIVISION

DIVISION BY A 2-DIGIT NUMBER



Class Work :

Exercise-6 B - Q. No A - 1 to 5 in notebook.

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LEARNING OUTCOME:

Children are confident to determine that division is dividing objects into equal groups. Define these terms: dividend, divisor, and quotient.Recognize that division is the opposite of multiplication.Explain division. Perform division and divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

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