ODM EDUCATIONAL GROUP
Changing your Tomorrow

SESSION : 11
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
5 17) 8 6 8 7	5 17) 8 6 8 7 8 5	5 17) 8 6 8 7 - 8 5 1	5 17) 8 6 8 7 - 8 5 ↓ 1 8
86 ÷ 17	17 x 5	86 - 85	8 ↓

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DIVIDE	MULTIPLY	SUBTRACT	BRING DOWN
5 1 17) 8 6 8 7 - 8 5 1 8	5 1 17) 8 6 8 7 - 8 5 1 8 1 7	5 1 17) 8 6 8 7 - 8 5 1 8 - 1 7 1	5 1 17) 8 6 8 7 - 8 5 ↓ 1 8 - 1 7 1 7
18 ÷ 17	17 x 1	18 - 17	7 ↓

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DIVIDE	MULTIPLY	SUBTRACT	BRING DOWN

```
      5 1 1
   ___________
17 ) 8 6 8 7
   - 8 5
     ------
       1 8
     - 1 7
     -------
         1 7
```

17 ÷ 17

```
      5 1 1
   ___________
17 ) 8 6 8 7
   - 8 5
     ------
       1 8
     - 1 7
     -------
         1 7
         1 7
         ---
```

17 x 1

```
      5 1 1
   ___________
17 ) 8 6 8 7
   - 8 5
     ------
       1 8
     - 1 7
     -------
         1 7
       - 1 7
       -------
           0
```

17 - 17

As there is no more digits so there is nothing to bring down

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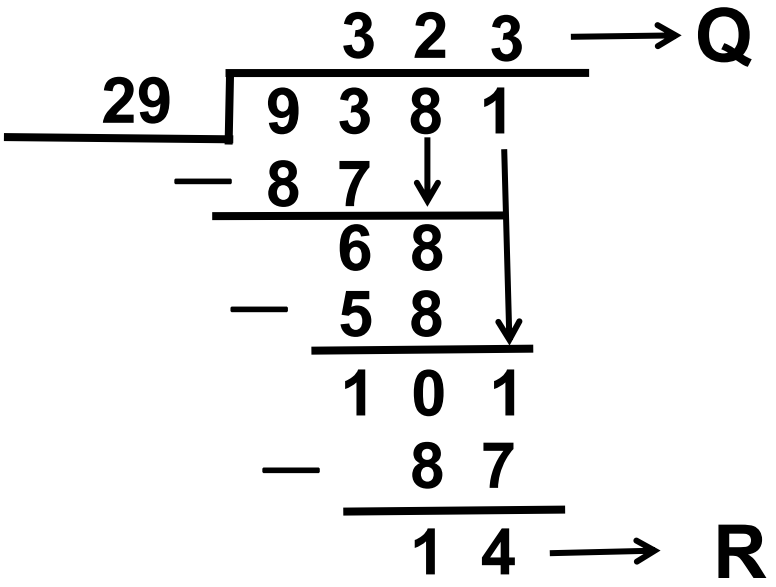
DIVISION BY A 2-DIGIT NUMBER

EXAMPLE : $9381 \div 29$



$$\begin{array}{r} 29 \\ \times\ 2 \\ \hline 58 \end{array}$$

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

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Extra questions
in notebook.

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Now let us solve:

1) 8534 ÷ 20

2) 6498 ÷ 18

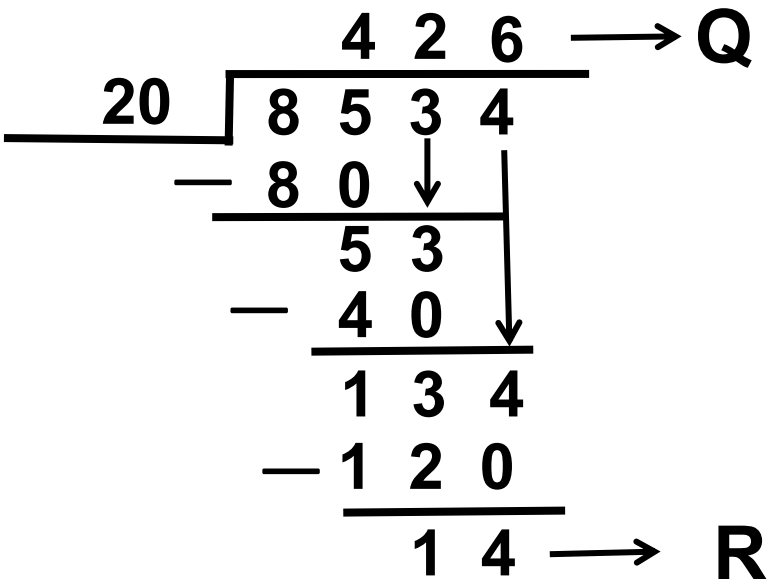
3) 9457 ÷ 23

4) 7462 ÷ 16

DIVISION

DIVISION BY A 2-DIGIT NUMBER

1) 8534 ÷ 20



$$\begin{array}{r} 20 \\ \times\ 2 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 20 \\ \times\ 4 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 20 \\ \times\ 6 \\ \hline 120 \end{array}$$

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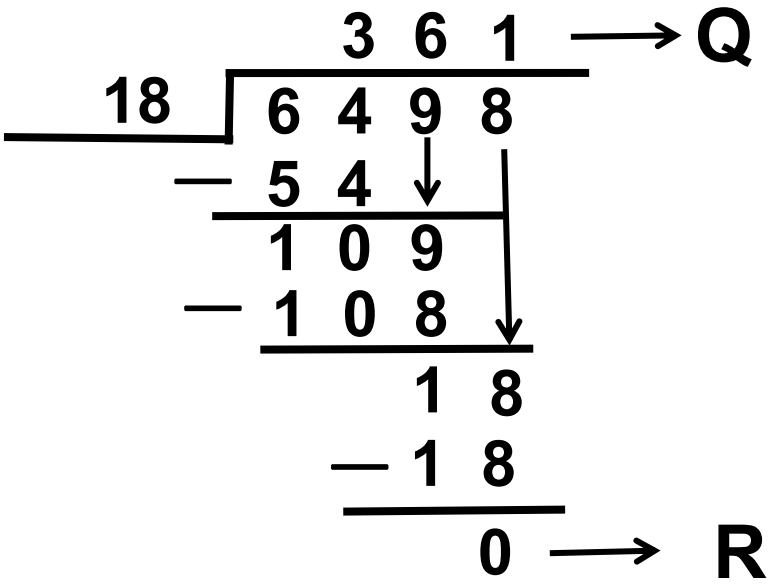
2) 6498 ÷ 18



$$\begin{array}{r} 18 \\ \times\ 6 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 18 \\ \times\ 3 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 18 \\ \times\ 1 \\ \hline 18 \end{array}$$

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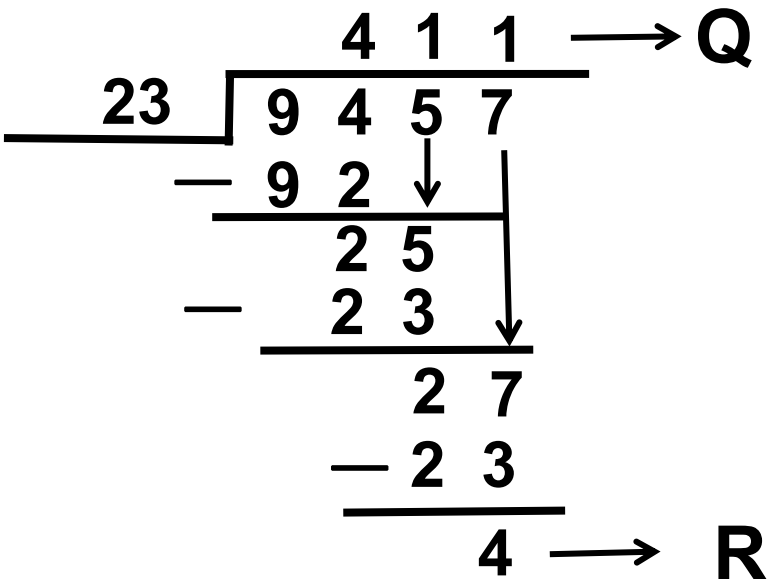
3) 9457 ÷ 23



$$\begin{array}{r} 2\ 3 \\ \times\ \ 1 \\ \hline 2\ 3 \end{array}$$

$$\begin{array}{r} 2\ 3 \\ \times\ \ 4 \\ \hline 9\ 2 \end{array}$$

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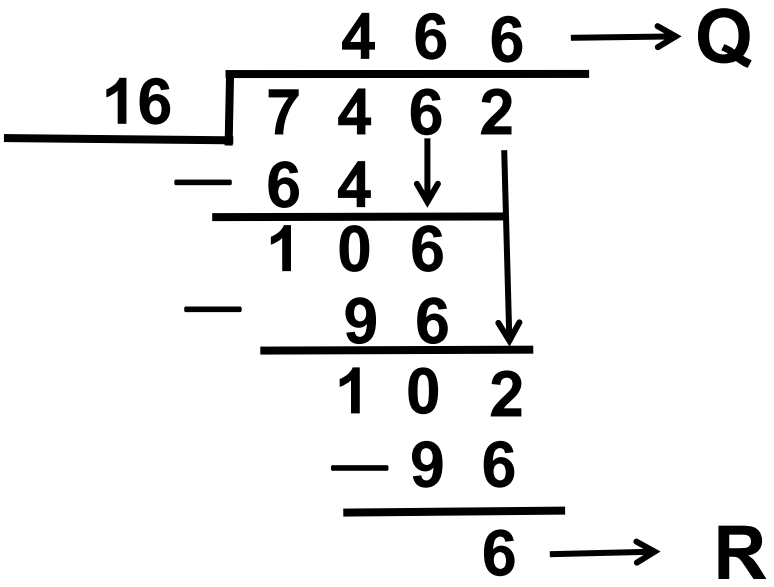
4) 7462 ÷ 16



$$\begin{array}{r} 16 \\ \times\ 6 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 16 \\ \times\ 4 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 16 \\ \times\ 6 \\ \hline 96 \end{array}$$

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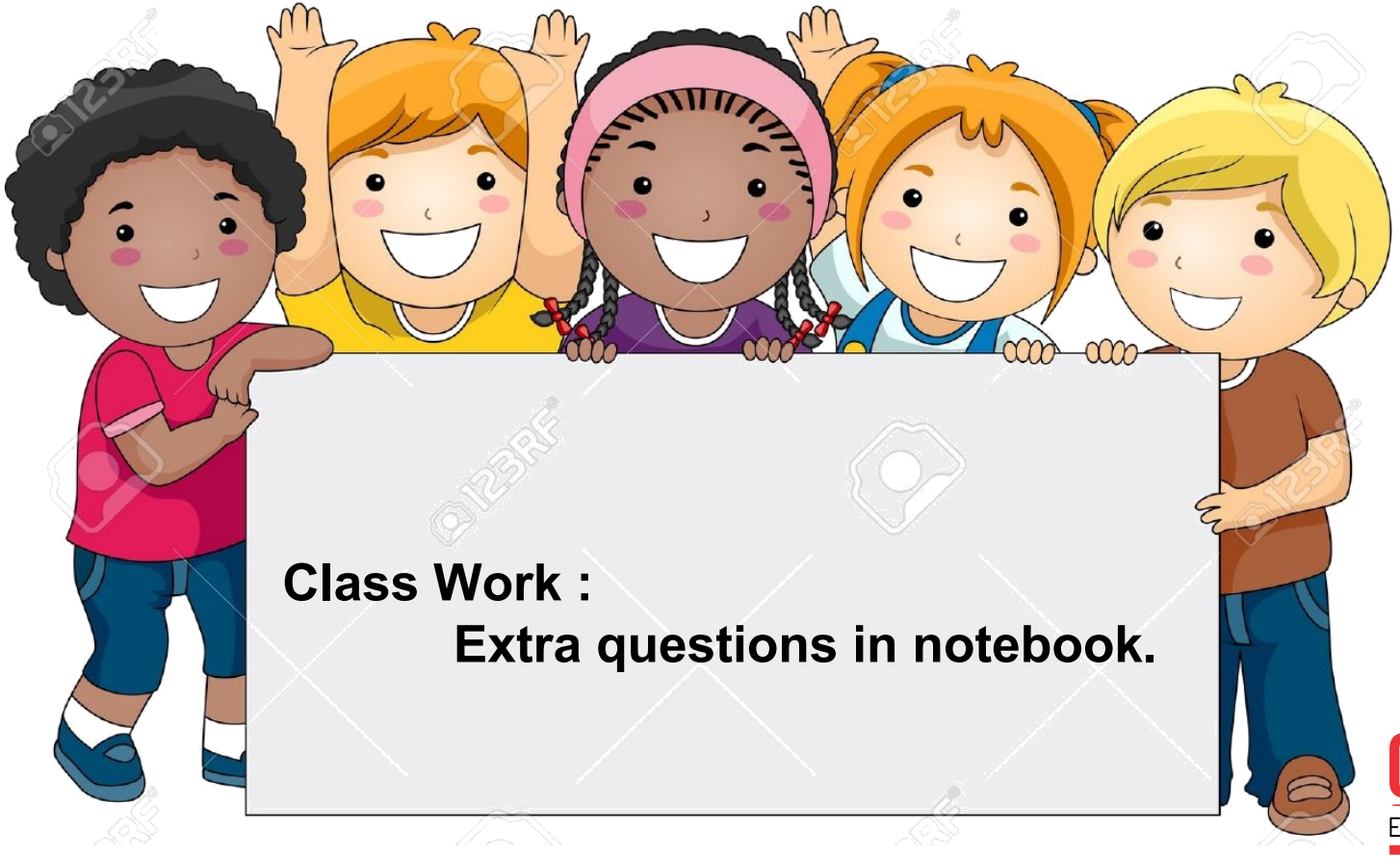

Class Work :

Extra questions 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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