DIVISION OF WHOLE NUMBER NOT EXCEEDING 48 BY 2, 3, 4, 5 AND 6 WITHOUT REMAINDER

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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Division of whole number not exceeding 48 by 2, 3, 4, 5 and 6 without remainder.

Objectives

Students should be able to;

1. Divide whole numbers not exceeding 48 using 2, 3, 4, 5 and 6, without remainder
2. Define quotient, divisor and dividend.

Activity Starter/Instruction

1. Write the following problem on the board: "On Saturday, Sam, Ade, and Mary washed cars in their neighborhood and made a total of N48. If they want to share the money equally among the three of them, how much will they each get?"
2. Read the problem aloud, circling the numbers "48" and "3" and the word "share."
3. Guide students to notice that this is a division problem because it asks them to equally share the money they earned together.
4. Explain to them that division means dividing a number of items into equal groups.
5. Tell them that today students will learn to divide using divvy out method i.e. distributing or giving out.

Teacher Practice

Day 1, Lesson 1-20 Mins

1. Write 48 ÷ 3 at the top of the board and model how you draw three equal sized circles below the problem.
2. Tell students that in order to solve the problem, we will give out small chunks of the dividend (the number that is being divided) into the three groups.
3. Label the number 48 as the dividend and 3 as the divisor (the number of groups you are dividing into), with different colored markers for emphasis.
4. Consider out loud what numbers to use as equal chunks in each circle. For example, say "It's best to use small chunks that are easy to add or multiply."
5. I'm going to start by putting 10 in each circle. On the side of the circles, write 48 - 30 = 18.

Materials Required

-white board

-piece of two white board marker

- 48 counters or sticks

Additional Resources

-https://www.mathsisfun.com/numbers/divisio

-https://www.fun4thebrain.com/division_all.ht

-https://teachablemath.com/division-remainde regrouping

https://www.moneyinstructor.com/lesson/divi

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Additional Notes

Assessment Activity

1. Have student solve a number of questions on their own (e.g., 42 ÷ 2).

Guided Practice

Day 2, Lesson 1-25 Mins

1. Model to students how you solve another division problem using yesterday's method (e.g., 30 ÷ 5). Verbalize your thinking each step of the way.
2. Ask students to solve this problem in pairs "Esther made 36 cookies. She wants to give the same amount to each of her 4 friends. How many cookies would each friend receive?"
3. Tell students to work with their partner to solve this problem using the giving out method. Model to students how you draw 4 circles for this problem because the divisor is
6. Continue with the process by stating, "Now I have 18 left of dividend which still needs to be distributed equally into the groups."
7. Say "I know that if I do 10 again, it won't work because I don't have N30. I'm going to try place a smaller amount, such as 4 into each group, which gives me 12 totals and 18 - 12 = 6."
8. Complete the process until there is no money left to give out.
9. Tell students that in order to figure out the quotient or answer to the division problem, we need to add the amounts we wrote in one of the circles (in this case, we did 10 + 4 + 2 = 16).
10. Emphasize the importance of each circle having the same amount, after all, that is the point of division—to distribute equally!
11. Write the answer on the board: "Sam, Ade, and Mary will each get N16 each."

Summary Describe to students how division is applicable in their everyday life.		