

Students will be able to write the process of division as number statement

40- 50 min

PRE REQUISITES:

G3.39 Know how to divide objects into equal groups

TLM



20 Books

MISCONCEPTIONS

Students might think that interchanging digits of a division no. statement does not change the process. Eg $20 \div 5$ is $5 \div 20$



KEY VOCABULARY

None

PLAY



Place equal books in each shelf

Place 20 books on the table

Empty any 5 shelves in the classroom almirah

Ask 2 students to place books in the almirah such that each shelf has the same number of books

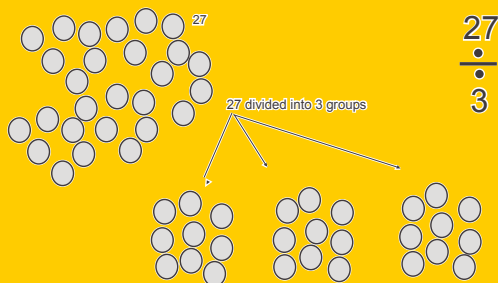
Allow students to try their own strategies for dividing the books equally

QUESTION

How many books are there on each shelf?

Repeat the activity with other students by varying the number of books

PROCESS



The division statement

Draw 27 circles on the blackboard & tell students that you want to make 3 equal groups

Show 3 arrow marks to indicate 3 groups. Write $27 \div 3$. Explain that $\div$ sign represents "divide"

Tell the students that $27 \div 3$ represents 27 divided into 3 equal groups. Now count by 9s & divide the 27 circles into 3

Write $27 \div 3 = 9$

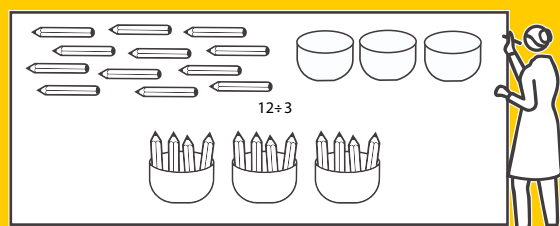
Tell the students that statement represents 27 divided into 3 equal groups giving 9 in each group

Repeat the demonstration with another set of numbers (say $20 \div 4$)

Emphasize that the first no. represents how many total objects are there

The second number represents how many groups should be made

PRACTICE



Write the question on the black board & ask the students to solve

Help the students solve question 3 from the worksheet. Ask the students to look at the division number sentence & pencils into pencil stands

Help the students solve question 6a & 6b from the worksheet. Ask the students to complete the division sentences

$3 \div 3 = \underline{\quad}$
 $20 \div 5 = \underline{\quad}$

Encourage the students to draw circles & make groups of the circles to solve the number sentences

Emphasize that the first number indicates the total number of objects & the second represents the number of groups. Tell the students that $5 \div 20$ represents dividing 5 objects into 20 groups

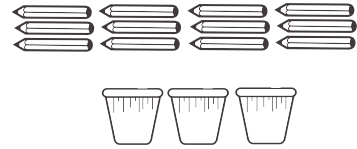


- ① SOLVED EXAMPLE : Look at the picture & complete the number sentence



Ans $12 \div 6 = 2$

- ② Tashi has 12 pencils & 3 pencil stands. How can she divide all pencils so that each pencil stand has an equal number of pencils?



$12 \div 3 = \underline{\quad}$

- ③ Draw the objects so that the given division statement becomes true:

3a.

$\Rightarrow 18 \div 6 = 3$

3b.

$\Rightarrow 30 \div 6 = 5$

- ④ Solve the number sentences

4a.

$6 + 2 = \square$

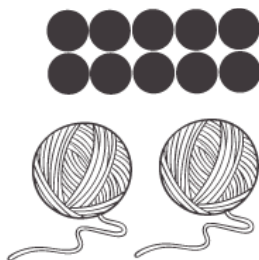


4b.

$10 + 5 = \square$



- ⑤ Divide 10 beads to make 2 equal bracelets. Write the number sentence to show the division



- ⑥ Complete the division sentences

6a. $3 \div 3 = \underline{\quad}$

6b. $20 \div 5 = \underline{\quad}$



Which of the statements is not possible

6a. $16 \div 4 = 8$

6b. $16 \div 8 = 2$

6b. $16 \div 4 = 4$

