



G3.43 | IDENTIFY MISSING NO. IN DIVISION STATEMENT

Number Operations Concepts - NCERT Chapter 12: Can We Share?

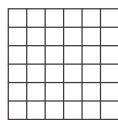
Students will be able to find the missing number in a division statement using multiplication facts

40- 50 min

PRE REQUISITES:

G3.42 Know the inverse relationship between multiplication and division

TLM



6X 6 grid

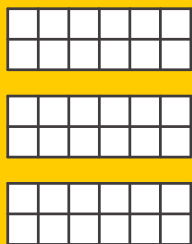
MISCONCEPTIONS

None

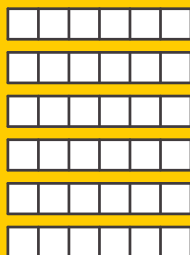
KEY VOCABULARY

None

PLAY



$36 \div 3$



$36 \div 6$

Dividing a collection into smaller collections of different sizes

○ Divide students in groups of 4. Distribute a 6X6 grid to each group

○ Ask the student to count the total squares on the grid

○ Ask the students to divide the grid to represent $36 \div 3$ by cutting the grid into smaller sections

○ Ask the students to divide the grid to represent $36 \div 6$ cutting the grid into smaller sections

○ Write $36 \div \underline{\quad} = 9$. Explain that the statement implies dividing 36 into parts such that each part has 9 squares

○ Ask the students to divide the squares into groups of 9 squares each and find out how many groups of 9 are possible



PROCESS

$$45 \div \underline{\quad} = 9$$

$$\underline{\quad} \div 7 = 8$$

$$9 \times 1 = 9$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

Identifying the missing number in a division statement using multiplication tables

○ Write $45 \div \underline{\quad} = 9$ on the board. Explain the statement implies 45 divided into some groups such that each group has 9 objects

○ Explain that the no. of groups is not provided in the statement. It can be calculated using the other two no.s

○ Tell that to find the missing no. in a division statement they must recall how many times 9 which gives 45

○ Remind the students that five times 9 is 45

○ Remind the students that multiplication and division are inversely related. Therefore, $9 \times 5 = 45$ implies that $45 \div 5$ is 9

○ Write $\underline{\quad} \div 8 = 4$. Tell that the statement implies that some objects were divided into 8 groups and each group has 4 objects

○ Tell the students that to find the missing number in a division statement they must recall what is 8 times 4 equal to.

○ Write $4 \times 8 = 32$ and tell students that since 4×8 is 32, $32 \div 8 = 4$



PRACTICE

$$32 \div \underline{\quad} = 4$$

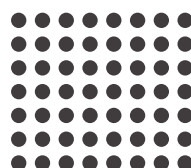
$$4 \times 8 = 32$$



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

○ Help the students solve question 2 from the worksheet. Narrate the question, write the number sentence, and ask the students to find the missing number in

$$56 \div \underline{\quad} = 7$$



○ Encourage students to use the circles to make groups of 7 and find out how many such groups they can make

○ Ask the students to crosscheck their answer by recalling the correct multiplication fact

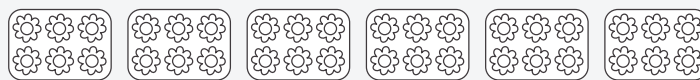
○ Help the students solve question 3 from the worksheet. Ask the students to complete the division statement

$$32 \div \underline{\quad} = 4$$

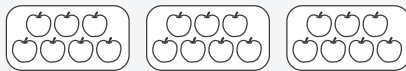
$$24 \div \underline{\quad} = 3$$



① SOLVED EXAMPLE : Find the missing number

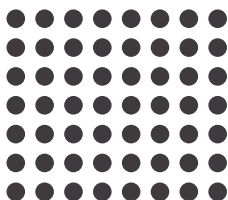


$$36 \div 6 = 6$$



$$21 \div \underline{\quad} = 7$$

② Munmun had 56 beads. She divided all 56 beads into 7 equal groups. Can you tell how many groups of 7 did she make?



$$56 \div \underline{\quad} = 7$$

③ Make groups to find the missing numbers and cross-check your answer by recalling the correct multiplication fact



$$8 \div 2 = 4$$



$$10 \div \underline{\quad} = 2$$



$$9 \div \underline{\quad} = 3$$



$$12 \div \underline{\quad} = 2$$

④ Find the missing numbers from the division statements using the given multiplication facts

$7 \times 2 = 14$, $7 \times 4 = 28$, $10 \times 1 = 10$,
 $10 \times 10 = 100$, $5 \times 10 = 50$, $9 \times 7 = 63$

$$28 \div \underline{\quad} = 7$$

$$50 \div \underline{\quad} = 5$$

$$\underline{\quad} \div 10 = 10$$

$$\underline{\quad} \div 9 = 7$$

⑤ Complete the division statement

a. $32 \div \underline{\quad} = 4$

b. $24 \div \underline{\quad} = 3$



Write multiplication and division number sentences using 72, 9 and 8

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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