Division as Repeated Subtraction (Quotition)

Activity

N.B. Complete Partition activities before doing these activities.

Students need access to an individual pile of approximately 20-50 counters.

1. **Place counters in front of students.**

2. **Have students count out a certain multiple of 3 less than 20 (e.g. 15).**

Have each student place them directly in front of him or her and put the others aside.

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3. **As… of 3 car…**

Emphasi…

4. **Dis… oups car… e done to 1… We divided 15 by 3 and made 5 groups."**

Introduce the mathematical term "division" and relate it to "making groups of a certain size", or "dividing into a certain number of groups". Use lots of oral discussions to start with, to establish the concept before introducing the division symbol.

5. **Repeat using other multiples and other counting materials such as cubes or sticks.**

Always have students repeat the language you are using.

6. **Relate to multiplication.**

Some students may have already made the connection that division relates to multiplication. Make sure students realize that division is like " backwards multiplication". Start with the large number and make groups of a certain number.

Making Groups of a Certain Size

Teacher Instructions: Ask students to cut out the objects below and divide them into equal groups of a certain number; the objective is to find out how many groups there are. Students must first cut out and sort objects before answering the question. Students may draw a loop around each group so they can see the answer more easily.

1. 12 divided into groups of 6. How many groups are there? ____

2. 15 div ____

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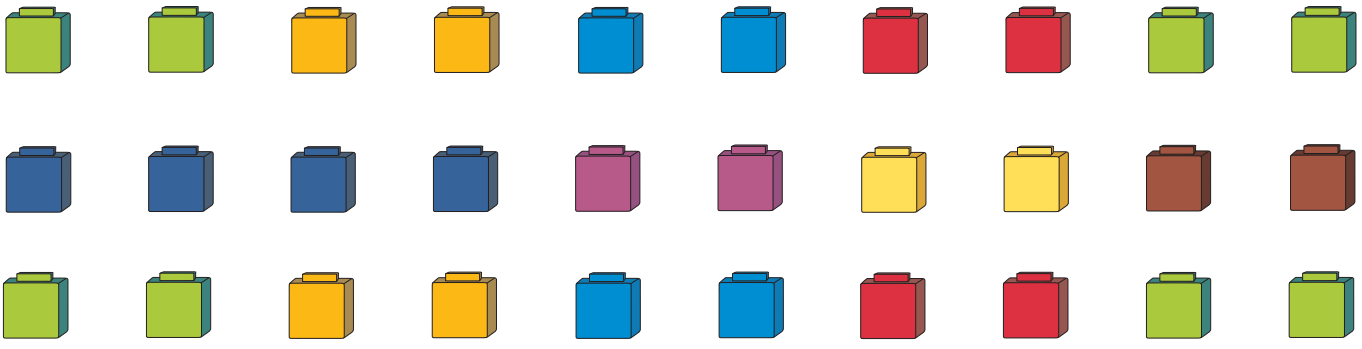

Teacher Instructions: Ask students to cut out the objects below and divide them into equal groups of a certain number; the objective is to find out how many groups there are. Students must first cut out and sort objects before answering the question. Students may draw a loop around each group so they can see the answer more easily.

1. 10 divided into groups of 5. How many groups are there? ____

2. 20 div ____

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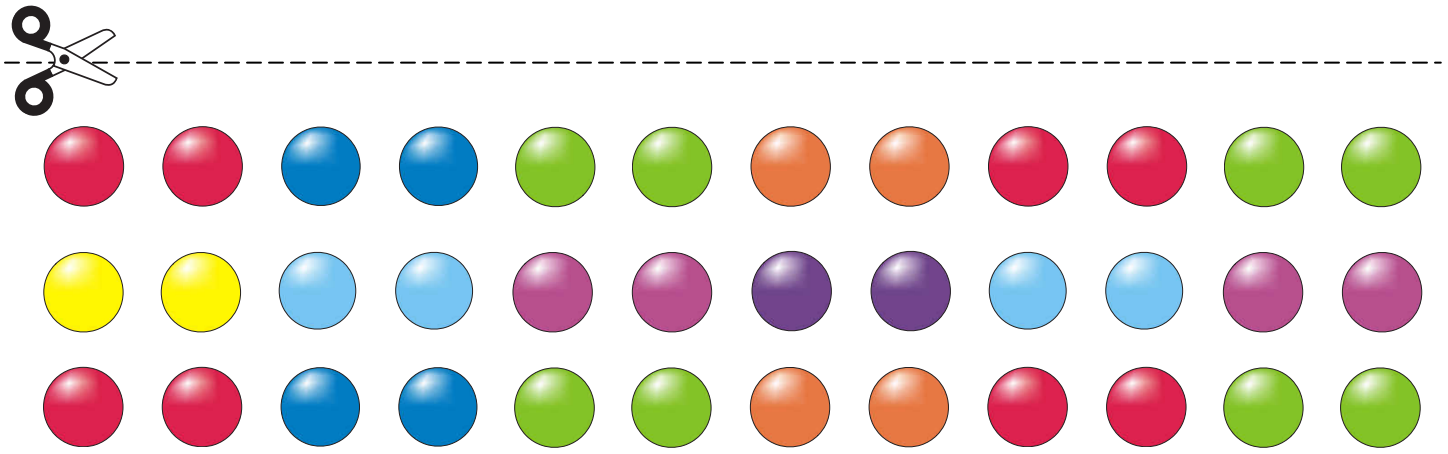
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