NUMBER SLIDE

Recommendation:

For the first lesson it is recommended that students create and use their own number slide. This could be the one previously created.

This allows students to see what is happening when a number is divided by ten. It is very easy for students to develop faulty understanding of mathematical processes. Initially using a physical number slide focuses the students' attention on what is truly happening with numbers when they are divided by ten, hundred or thousand.

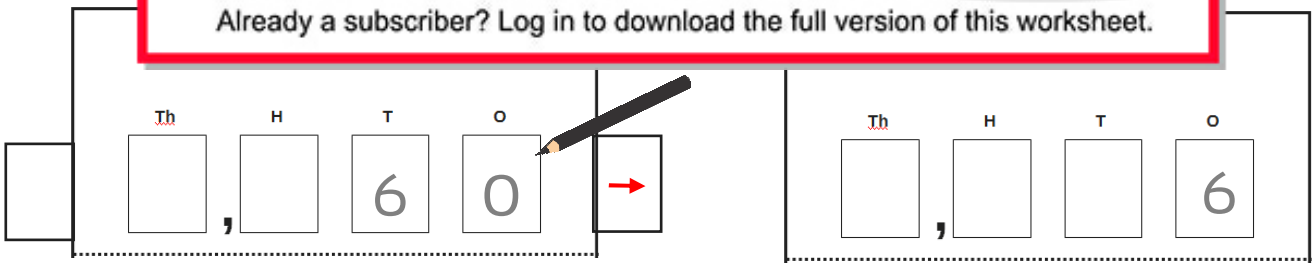
Lesson Plan:

1. **Create individual number slides:**

- Have students create their own number slide. Use Slide A (thousands), B (hundred-thousands) or C (thousands to thousandths) attached, depending on the numbers students are learning about
- Insert

2. **Using**

- Write t
- Have t
- **Ask:** W
- Have t ones place
- **Say:** N
- **Ask:** W cimal places ese are zeros

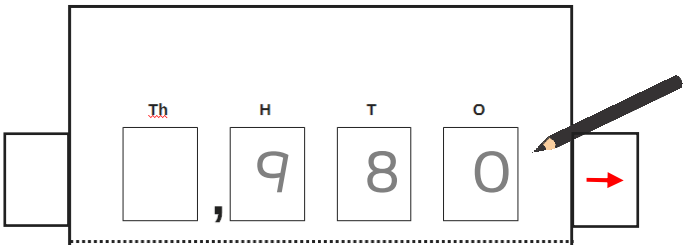


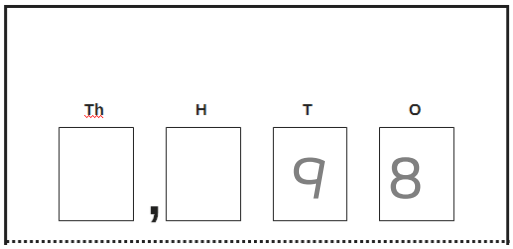
- **Say:** When we divide by ten, the numeral *60* moves one place to the right
- **Ask:** When we divide numbers do they get larger or smaller? (smaller)
- **Have the students say or write:** Dividing by whole numbers makes the number **smaller**. When a number is divided by 10, the digits move one place right

Think:
"Dividing by whole numbers the number gets **smaller."**
÷ 10: one place right

NUMBER SLIDE

- Write 980 ÷ 10 = on the board. Have students rub out the 60 from the strip and put in 980.
- **Say:** We are dividing 980 ÷ 10. When we moved the slider when dividing 60 ÷ 10, we moved it one space to the right. Now move your paper strip one space to the right.
- **Ask:** What do you see now? (9 in the tens place, 8 in the ones)
- **Ask:** where did the zero go? (it is not needed, it is a trailing zero, etc.)

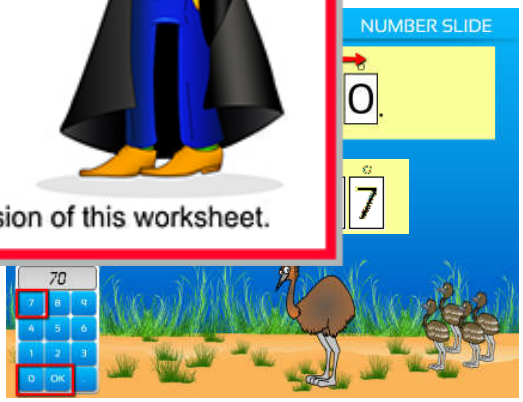




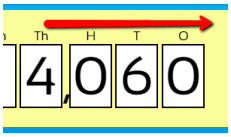
- Repea

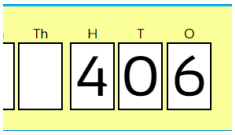
Introduce t

- Close ge and th
- Explai ng
- Point
- Enter
- **Say:** W
- **Ask:** W to the
- Click ÷ to the or slides into the tenths place and then disappears
- **Ask:** Why does the zero disappear? (it is not needed)



- Repeat with a larger number: Enter **4060 > OK**
- Have students write what the result will be if this number is divided by 10
- Click on the ÷ 10 in the Toolbox
- **Ask:** (Point to the zero in the tens place) Why is this zero still here? (because it is needed to hold the place, it doesn't disappear as the zero in the tenths place, etc.)
- Check students' answers
- Repeat with other numbers off the worksheet. Pay close attention to numbers with zeros. Work with 2 and 3-digit numbers ÷ 10.





Complete worksheet WS1 <u>OR</u> continue by extending examples to ÷ 100 or ÷ 1000 with or without decimals.

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