Division

LESSON PLAN

SPECIFIC OBJECTIVES

The students will

❍ know that division means equal grouping or sharing.

❍ understand division as successive subtraction.

❍ learn use of the number line to divide smaller numbers.

❍ be able to obtain division facts for a given multiplication fact and vice-versa.

❍ know the term remainder in division.

❍ learn long division of 2-digit numbers (without/with remainder).

❍ know the application of division in daily life.

CONTENTS EXPLAINED INSIDE THE CHAPTER

❍ Division as Equal Grouping (page 46)

❍ Division as Equal Sharing (pages 47 – 48)

❍ Division as Successive Subtraction (page 49)

❍ Division Using Number Line (page 50)

❍ Division Using Multiplication Facts (page 51)

❍ Long Division (Without and With Remainder) (page 52)

❍ Division Stories (page 53)

TEACHING AIDS

Some empty pots, plates, cups, etc., several types of solid items, a chalk and a blackboard.

TEACHING STRATEGY

❍ First, the teacher should divide the class into different groups and vary the number of students in each group. She should provide them with different items, empty cups/plates, etc., to share them equally. After that, the teacher should explain the concept of division in terms of equal sharing or grouping and then go to pages 46–48 for text and exercise.

❍ Further, she should take some loose items and invite a group of students. Then, she should ask them to count the total items kept on the table. Next, she should ask each of them to pick one item out of them and then count the remaining items. Again, she should ask them to

repeat the process by picking up one item each time. Finally, she should explain the process in terms of **'Division as successive subtraction'** and the number of items each one gets as **quotient.**

○ Thereafter, the teacher should explain the process of division as reverse of multiplication and then ask the students to do backward skip counting for division on the number line. Hence, she should go to pages 49–50 for text and exercise.

○ For developing the idea of multiplication and division facts, the teacher should arrange a few solids in rows and columns and then consider them in two different ways as explained on page 51.

○ She should introduce the terms associated with division on the blackboard such as divisor, dividend, quotient and remainder. Hence, she should explain long division of 2-digit numbers (without and with remainder) on page 52 and ask the students for practising these questions.

○ Again, the teacher should talk to the students about daily life situations in which need of division is felt. Then, she should ask the students to do division stories on page 53.

EXPECTED LEARNING OUTCOMES

Students are able to

○ share or group things equally among a certain number of persons.
○ understand division as a repeated subtraction.
○ do the process of division on the number line.
○ write division and multiplication facts for each other.
○ recognise the terms associated with division.
○ find out the remainder in a division process.
○ divide 2-digit numbers continuously.
○ think about division problems in day-to-day life and can tackle them with full confidence.