

# 6

## Division

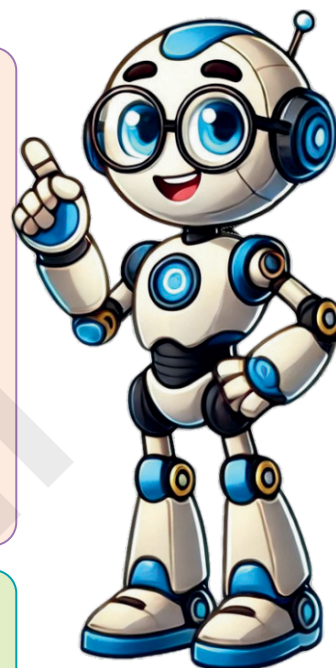
**We'll cover the following key points:**

- Division and Division Fact
- Properties of Division
- Long Division
- Dividing 3-digit number by 1-digit
- Dividing 4-digit number by 1-digit
- Division with Regrouping
- Division by 10
- Problems on Division

**Do you Remember fundamental concept in previous class.**

**In class 2<sup>nd</sup> we learnt**

- Introduction of Division
- Division Without Remainder
- Division With Remainder
- Word Problem Based on Division



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### Learning Outcomes

**By the end of this chapter, students will be able to:**

- Understand the concept of division as equal sharing or grouping.
- Identify and use the division symbol ( $\div$ ) and terms like dividend, divisor, and quotient.
- Perform simple division of two-digit numbers by single-digit numbers with and without remainders.
- Relate division to repeated subtraction.
- Understand the relationship between multiplication and division.
- Solve simple real-life problems involving division.
- Recognize and apply the concept of division as the inverse of multiplication.
- Divide numbers mentally in cases involving multiples of 10.
- Distribute objects equally among groups and verify the results.



## Warm Up

Experiential Learning

Ravi and his friends were going to watch a football match being played between their school and Priya's school. There were 20 of them and they went by bicycles. Two friends went in each bicycle. At the hall, they met Priya and her friends.



How many bicycles did you need ?

It is  $20 \div 2$

Can you find out  
 $20 \div 2 = ?$

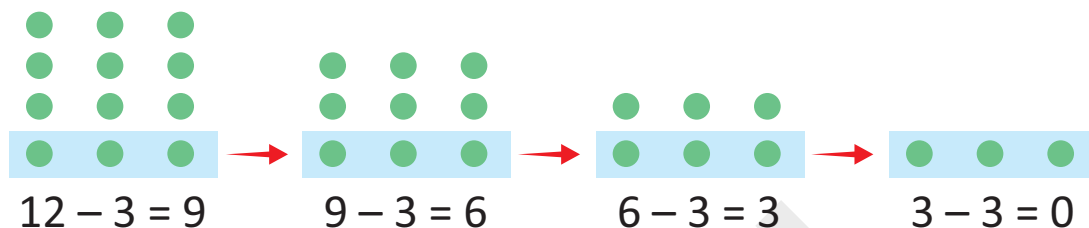


## Division and Division Fact

Division is a process of sharing or dividing into equal parts. Remember, division is repeated subtraction.

**Example 1:** How many times do we subtract 3 from 12 to get 0?

**Solution:**



Thus, we can subtract 3 from 12 four times to get 0, as there are 3 fours in 12.

In other words, we can say that 12 divided by 3 is equal to 4.

In symbols, we have  $12 \div 3 = 4$ .

This is also called division fact.

Here, 12 is the dividend, 3 is the divisor and 4 is the quotient.

	12
First time	$-3$
	<hr/> 9
Second time	$-3$
	<hr/> 6
Third time	$-3$
	<hr/> 3
Fourth time	$-3$
	<hr/> 0

### Division Fact

We know that  $7 \times 5 = 35$

$\therefore$  Division facts of  $7 \times 5 = 35$  are

$$35 \div 7 = 5 \text{ and } 35 \div 5 = 7$$

So, every multiplication fact gives **two division facts**.

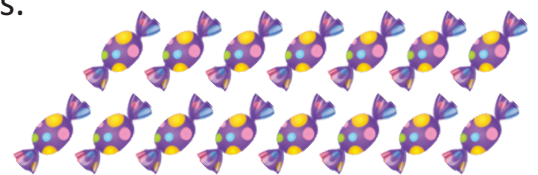
**Example 2:** Divide 15 toffees equally among three girls.

**Solution:**

Number of girls = 3

Total number of toffees = 15

Number of toffees for each girl =  $15 \div 3 = 5$



**Example 3:** Share the following equally:

(a) 15 apples among 5 persons

(b) 18 ice-cream among 6 children

**Solution :**

- (a) Total number of apples = 15  
Total number of persons = 5  
Now, the number of apples to be shared  
among each person =  $15 \div 5 = 3$
- (b) Total number of ice-creams = 18  
Total number of children = 6  
Now, the number of ice-creams to be  
shared among each child =  $18 \div 6 = 3$



**Example 4 :**

Show division as repeated subtraction by dividing 30 by 5.

**Solution :**

$30 \div 5$  can be shown as repeated subtraction as given below:

$$30 - 5 = 25, 25 - 5 = 20, 20 - 5 = 15,$$

$$15 - 5 = 10, 10 - 5 = 5, 5 - 5 = 0$$

Here, 5 is subtracted from 30, 6 times

$$\text{Also, } 30 \div 5 = 6$$



## Exercise 6.1

Knowledge Application

**1. Fill in the box:**

(a)  $16 - 4 =$

$12 - 4 =$

$8 - 4 =$

$4 - 4 =$

So,  $16 \div 4 =$

(b)  $30 - 6 =$

$24 - 6 =$

$18 - 6 =$

$12 - 6 =$

$6 - 6 =$

So,  $30 \div 6 =$

(c)  $42 - 7 =$

$35 - 7 =$

$28 - 7 =$

$21 - 7 =$

$14 - 7 =$

$7 - 7 =$

So,  $42 \div 7 =$

**2. Write two division facts for each of the following:**

(a)  $6 \times 8 = 48$

(b)  $6 \times 4 = 24$

(c)  $7 \times 8 = 56$

(d)  $5 \times 4 = 20$

(e)  $6 \times 7 = 42$

(f)  $9 \times 4 = 36$

(g)  $5 \times 8 = 40$

**3. Write the dividend, divisor and quotient in each case:**

(a)  $16 \div 8 = 2$

(b)  $12 \div 6 = 2$

(c)  $18 \div 9 = 2$

(d)  $51 \div 17 = 3$

(e)  $36 \div 6 = 6$

(f)  $49 \div 7 = 7$

4. Divide by repeated subtraction. Find their quotient in each case:

(a)  $36 \div 9$

(b)  $8 \div 2$

(c)  $12 \div 3$

(d)  $56 \div 8$

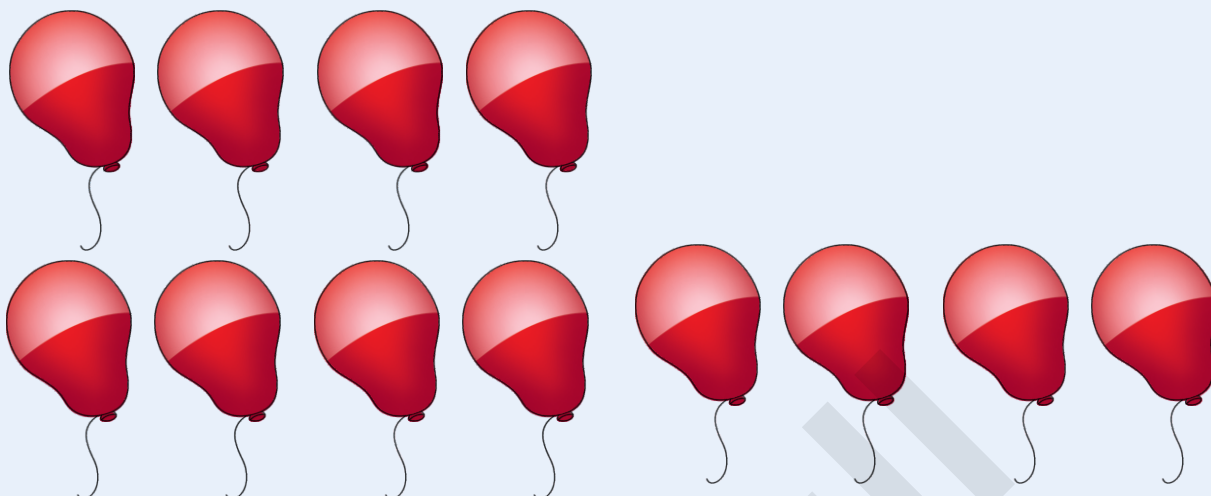
(e)  $25 \div 5$

(f)  $36 \div 6$

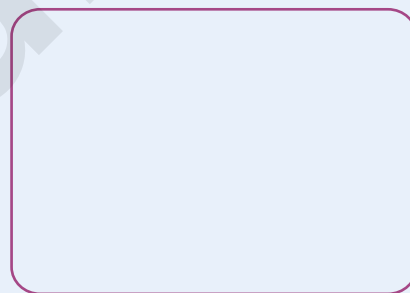
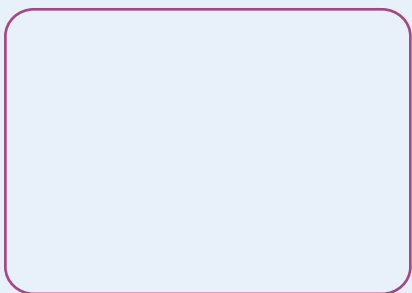
(g)  $10 \div 10$

(h)  $28 \div 7$

5.



Draw an equal number of balloons in the boxes given below:



(a) Total numbers of balloons = .....

(b) Number of boxes = .....

(c) Each box will have ..... balloons.

## Properties of Division

1. Subtract 1 repeatedly from 3.

We find that we can subtract 1 repeatedly from 3 for three times.

Hence,  $3 \div 1 = 3$

Similarly,  $8 \div 1 = 8$

$15 \div 1 = 15$

$23 \div 1 = 23$  etc.

We observe that :

**1 divides every number exactly and the quotient is the number itself.**

$$\begin{array}{r} 3 \\ -1 \rightarrow 1 \text{ time} \\ \hline 2 \\ -1 \rightarrow 2 \text{ times} \\ \hline 1 \\ -1 \rightarrow 3 \text{ times} \\ \hline 0 \end{array}$$



2. Subtract 5 from 5.

So, we can subtract 5 from 5 for one time.

Hence,  $5 \div 5 = 1$

Similarly,  $9 \div 9 = 1$ ,  $28 \div 28 = 1$  etc.

We observe that:

**Every number (except zero) divides itself exactly and the quotient is 1.**

3. Subtract 0 repeatedly from 5.

When we subtract 0 from 5, the difference remains same i.e. 5.

Similarly, if we subtract 0 from 4 repeatedly, we get the difference 4.

We observe that:

We can not divide any number by 0.

4. Can we subtract 5 from 0? No.

Therefore, we can say that  $0 \div 5 = 0$ .

Similarly,  $0 \div 8 = 0$ ,  $0 \div 15 = 0$  etc.

We observe that:

**When 0 is divided by any number (other than 0), the quotient is zero.**

$$\begin{array}{r} 5 \\ - 5 \rightarrow 1 \text{ time} \\ \hline 0 \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \rightarrow 1 \text{ time} \\ \hline 5 \\ - 0 \rightarrow 2 \text{ times} \\ \hline 5 \\ - 0 \rightarrow 3 \text{ times} \\ \hline 5 \end{array}$$



## Exercise 6.2

Knowledge Application

### 1. Fill in the box:

(a)  $96 \div 1 =$

(b)  $0 \div 88 =$

(c)  $95 \div 1 =$

(d)  $89 \div 1 =$

(e)  $0 \div 19 =$

(f)  $0 \div 12 =$

(g)  $35 \div 35 =$

(h)  $0 \div 53 =$

(i)  $0 \div 651 =$

(j)  $18 \div 18 =$

(k)  $108 \div$    $= 1$

(l)   $\div 15 = 1$

### 2. Match the columns:

#### Column A

(a)  $219 \div 219$

(b)  $0 \div 125$

(c)  $145 \div 1$

(d)  $30 \div 10$

(e)  $20 \div 5$

#### Column B

(i) 145

(ii) 3

(iii) 4

(iv) 0

(v) 1

## Long Division

**Example 5:** Divide 42 by 2.

**Solution:** Dividend = 42 (4 Tens 2 Ones)

**Step 1** Divide 4 Tens by 2

$$4 \div 2 = 2$$

Write 2 in the Tens place of the Quotient and write Product 4, below the dividend in the Tens place.

$$4 - 4 = 0$$

**Step 2** Bring down 2

$$2 \div 2 = 1$$

Write 1 in the Ones place in the Quotient and write 2 below the dividend in Ones place.

$$2 - 2 = 0$$

Thus,  $42 \div 2 = 21$

	T	O
	2	1
2	4	2
-	4	
	0	2
		2
		0

## Dividing 3-digit number by 1-digit

**Example 6:** Divide 426 by 2.

**Solution:**

**Step 1** Divide 4 Hundreds by 2.

$$4 \div 2 = 2$$

Write 2 in the Hundreds place of the quotient.

**Step 2** Divide 2 Tens by 2.

$2 \div 2 = 1$ , Write in the 1 Tens place of the quotient.

**Step 3** Divide 6 Ones by 2.

$6 \div 2 = 3$ , Write 3 in Ones place of the quotient.

So Quotient = **213**.

	H	T	O
	2	1	3
2	4	2	6
-	4		
	0	2	
		2	
		0	6
			6
			0

**Example 7:** 609 by 3.

**Step 1** Divide 6 Hundreds by 3.

$$6 \div 3 = 2$$

**Step 2** Divide 0 Tens by 3.

$$0 \div 3 = 0$$

**Step 3** Divide 9 Ones by 3.

$$9 \div 3 = 3$$

Thus,  $609 \div 3 = 203$ .

	H	T	O
	2	0	3
3	6	0	9
-	6		
	0	0	
		0	
		0	9
			9
			0

## Verification

Here, Dividend = 609

Divisor = 3, and quotient = 203

we know that,

Divisor  $\times$  Quotient = Dividend

i.e.  $3 \times 203 = 609$

So,  $3 \times 203 = 609$ , hence the answer is verified and it is correct

**Example 8:** Divide 600 by 2.

**Step 1** Divide 6 Hundreds by 2.

$$6 \div 2 = 3$$

**Step 2** Divide 0 Tens by 2.

$$0 \div 2 = 0$$

**Step 3** Divide 0 Ones by 2.

$$0 \div 2 = 0$$

Thus,  $600 \div 2 = 300$ .



## REMEMBER

You may verify your answers. Remember!  
(Divisor  $\times$  Quotient) = Dividend.

	H	T	O
	3	0	0
2	6	0	0
-	6		
	0	0	
-	0		
		0	0
		-	0
			0



## Exercise 6.3

Knowledge Application

### 1. Divide using long division:

(a) 38 by 2

(b) 69 by 3

(c) 128 by 4

(d) 72 by 3

(e) 99 by 3

(f) 74 by 2

### 2. Divide the following and verify the answer:

(a)  $333 \div 3$

(b)  $440 \div 10$

(c)  $369 \div 3$

(d)  $402 \div 2$

(e)  $286 \div 2$

(f)  $339 \div 3$

(g)  $555 \div 5$

(h)  $480 \div 4$

(i)  $880 \div 4$

(j)  $660 \div 3$

(k)  $482 \div 2$

(l)  $404 \div 2$

### 3. Match the columns:

#### Column A

- (a)  $126 \div 3$
- (b)  $175 \div 5$
- (c)  $256 \div 4$
- (d)  $238 \div 2$
- (e)  $138 \div 6$

#### Column B

- (i) 23
- (ii) 119
- (iii) 42
- (iv) 35
- (v) 64

### Dividing 4-digit number by 1-digit

The method of dividing a 4-digit number by 1-digit is same as dividing 3-digit number by 1-digit.



**Example9:** Divide 2864 by 2.

**Solution:**

**Step 1** Divide 2 Thousands by 2.

$$2 \div 2 = 1$$

**Step 2** Divide 8 Hundreds by 2.

$$8 \div 2 = 4$$

**Step 3** Divide 6 Tens by 2.

$$6 \div 2 = 3$$

**Step 4** Divide 4 Ones by 2.

$$4 \div 2 = 2$$

$$\text{Thus, } 2864 \div 2 = 1432$$

$$\begin{array}{r} \textcircled{1} \textcircled{4} \textcircled{3} \textcircled{2} \\ 2 \overline{) 2864} \\ \underline{- 2} \phantom{000} \\ 08 \phantom{00} \\ \underline{- 8} \phantom{00} \\ 06 \phantom{0} \\ \underline{- 6} \phantom{0} \\ 04 \\ \underline{- 4} \\ 0 \end{array}$$

### Division with Remainder

**Example10:** Divide 98 by 3.

**Solution:**

**Step 1** (Start with Tens)

$$9 \div 3 = 3$$

$(9 - 9 = 0)$  nothing is left.

**Step 2** Bring down 8 Ones.

$$8 \div 3 = 2$$

$$(8 - 6 = 2)$$

Remainder = 2

$$\begin{array}{r} \textcircled{3} \textcircled{2} \\ 3 \overline{) 98} \\ \underline{- 9} \phantom{0} \\ 08 \\ \underline{- 6} \\ 2 \end{array}$$

If the number does not divide exactly,  
write the remainder at the end.



Remember !  
Dividend = (Divisor  $\times$  Quotient)  
+ Remainder

**Example 11:** Divide 697 by 3.

**Solution :**

**Step 1** Divide 6 Hundreds by 3.

$$6 \div 3 = 2$$

**Step 2** Divide 9 Tens by 3.

$$9 \div 3 = 3$$

**Step 3** Divide 7 Ones by 3.

$$3 \times 2 = 6$$

$$3 \times 3 = 9 \text{ (9 is bigger than 7 Ones)}$$

So write 2 in the quotient.

$$7 \text{ Ones} - 6 \text{ Ones} = 1 \text{ (Remainder)}$$

Quotient = **232** and Remainder = **1**

$$\begin{array}{r} \textcircled{2} \textcircled{3} \textcircled{2} \\ 3 \overline{) 697} \\ \underline{- 6} \phantom{0} \\ 09 \phantom{0} \\ \underline{- 9} \phantom{0} \\ 07 \\ \underline{- 6} \\ 1 \end{array}$$



## Exercise 6.4

Knowledge Application

**1. Divide the following:**

(a)  $3006 \div 6$

(b)  $8084 \div 4$

(c)  $3639 \div 3$

(d)  $3060 \div 3$

(e)  $5932 \div 2$

(f)  $6482 \div 2$

(g)  $3676 \div 2$

(h)  $4048 \div 4$

(i)  $8005 \div 5$

**2. Divide to find the quotient (Q) and remainder (R):**

(a)  $65 \div 8$

(b)  $92 \div 9$

(c)  $243 \div 2$

(d)  $485 \div 4$

(e)  $394 \div 3$

(f)  $302 \div 3$

(g)  $405 \div 4$

(h)  $801 \div 8$

(i)  $121 \div 4$

(j)  $187 \div 6$

(k)  $649 \div 8$

(l)  $817 \div 9$

(m)  $2485 \div 2$

(n)  $3935 \div 3$

(o)  $3620 \div 3$

(p)  $5513 \div 5$

**3. Match the column:**

**Column A**

(a)  $638 \div 2$

(b)  $755 \div 5$

(c)  $531 \div 3$

(d)  $886 \div 2$

(e)  $895 \div 5$

**Column B**

(i) 179

(ii) 177

(iii) 443

(iv) 319

(v) 151

## Division with Regrouping

**Example 12 :** Divide 56 by 2.

**Solution :**

**Step 1**

Divide 5 Tens by 2.

$2 \times 2 = 4$  Tens (6 tens is bigger than 5 Tens)

$2 \times 3 = 6$  Tens (so we take  $2 \times 2 = 4$ )

**Step 2**

Write 2 in the quotient

**Step 3**

Subtract 4 from 5 and get 1 as remainder.

**Step 4**

Bring down 6 from Ones place and write it to the right of 1.

16 is the new dividend.

$16 \div 2 = 8$

**Step 5**

Write 8 in the quotient.

Quotient = 28 (No remainder).

$$\begin{array}{r} \textcircled{2} \textcircled{8} \\ 2 \overline{) 56} \\ \underline{- 4} \phantom{0} \\ 16 \\ \underline{- 16} \\ 0 \end{array}$$

**Example 13 :** Divide 692 by 9.

**Solution :**

**Step 1**

Start with Hundreds.

6 is less than the divisor 9.

So we take Hundreds and Tens together.

**Step 2**

69 is the dividend.

$69 \div 9$  ( $9 \times 7 = 63$ )

So we take  $9 \times 7 = 63$

$69 \div 9 = 7$  (write 7 in the quotient)

Remainder = 6

**Step 3**

Bring down 2 from Ones place.

62 is the new dividend.

$62 \div 9 = 6$  (write 6 in the quotient)

Quotient = 76 and Remainder = 8.

$$\begin{array}{r} \textcircled{7} \textcircled{6} \\ 9 \overline{) 692} \\ \underline{- 63} \phantom{0} \\ 62 \\ \underline{- 54} \\ 8 \end{array}$$

### Verification

Dividend = (Divisor  $\times$  Quotient) +  
Remainder

$$9 \times 76 + 8 = 684 + 8$$

$$684 + 8 = 692$$

(It is verified)

## Division by 10

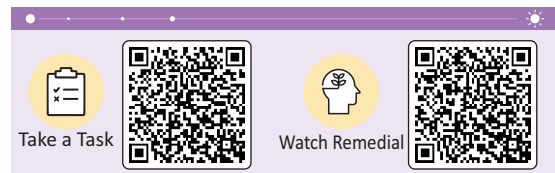
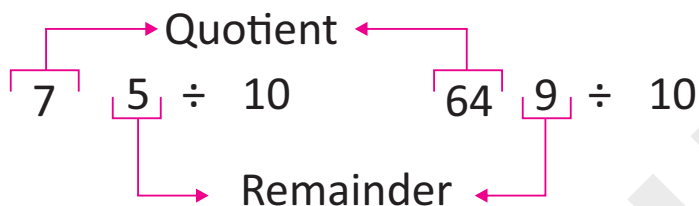
**Example 14:** Divide 75 by 10.

**Solution:** Quotient = 7  
Remainder = 5

Digit in Ones place is the remainder and digit in Tens place is the quotient.

**Example 15:** Divide 649 by 10.

**Solution:** Quotient = 64  
Remainder = 9



$$\begin{array}{r} 7 \\ 10 \overline{) 75} \\ \underline{- 70} \\ 5 \end{array}$$

$$\begin{array}{r} 64 \\ 10 \overline{) 649} \\ \underline{- 60} \\ 49 \\ \underline{- 40} \\ 9 \end{array}$$



## Exercise 6.5

Knowledge Application

**1. Find the quotient and remainder and verify the answers:**

- |                  |                   |                   |                   |
|------------------|-------------------|-------------------|-------------------|
| (a) $284 \div 3$ | (b) $340 \div 6$  | (c) $389 \div 4$  | (d) $800 \div 6$  |
| (e) $489 \div 7$ | (f) $2422 \div 8$ | (g) $2804 \div 5$ | (h) $4549 \div 8$ |
| (i) $509 \div 3$ | (j) $4001 \div 3$ | (k) $7001 \div 8$ | (l) $9008 \div 5$ |

**2. Find the quotient and remainder:**

- |                  |                   |                   |                   |
|------------------|-------------------|-------------------|-------------------|
| (a) $75 \div 10$ | (b) $100 \div 10$ | (c) $205 \div 10$ | (d) $615 \div 10$ |
| (e) $68 \div 10$ | (f) $540 \div 10$ | (g) $610 \div 10$ | (h) $950 \div 10$ |

**3. Fill in the box without actual division:**

- |  |   |                      |                   |                      |
|--|---|----------------------|-------------------|----------------------|
| (a) $453 \div 10$ gives, Quotient (Q)  | = | <input type="text"/> | ; Remainder (R) = | <input type="text"/> |
| (b) $5432 \div 10$ gives, Quotient (Q) | = | <input type="text"/> | ; Remainder (R) = | <input type="text"/> |
| (c) $6538 \div 10$ gives, Quotient (Q) | = | <input type="text"/> | ; Remainder (R) = | <input type="text"/> |
| (d) $375 \div 10$ gives, Quotient (Q)  | = | <input type="text"/> | ; Remainder (R) = | <input type="text"/> |

## Problems on Division

**Example 16 :** If 6 toffees can be packed in 1 packet. How many packets are needed to pack 30 toffees?

**Solution :** 30 Toffees  $\div$  6 Toffees

$$\begin{array}{r} 5 \\ 6 \overline{) 30} \\ \underline{- 30} \\ 0 \end{array}$$

$\therefore$  5 Packets are needed.

**Example 17 :** The product of two numbers is 48.

If one of them is 8, find the other number.

**Solution :** In order to find the other number, we divide 48 by 8.

Thus, the other number is 6.

**Example 18 :** A cycle dealer bought 5 cycles for ₹ 5965.

Find the price of 1 cycle.

**Solution :** To find the price of 1 cycle, we need to divide ₹ 5965 by 5.

Thus, the price of a cycle is ₹ 1193.

**Example 19 :** 9381 mangoes are packed in 3 boxes. How many mangoes are packed in a box?

**Solution :** Number of mangoes packed in 3 boxes = 9381  
 $\therefore$  Number of mangoes packed in a box =  $9381 \div 3 = 3127$

Therefore, 3127 mangoes are packed in a box.



$$\begin{array}{r} 6 \\ 8 \overline{) 48} \\ \underline{- 48} \\ 0 \end{array}$$

$$\begin{array}{r} 1193 \\ 5 \overline{) 5965} \\ \underline{- 5} \phantom{00} \\ 09 \phantom{00} \\ \underline{- 5} \phantom{00} \\ 46 \phantom{00} \\ \underline{- 45} \phantom{00} \\ 15 \phantom{00} \\ \underline{- 15} \\ 0 \end{array}$$

$$\begin{array}{r} 3127 \\ 3 \overline{) 9381} \\ \underline{- 9} \phantom{00} \\ 03 \phantom{00} \\ \underline{- 3} \phantom{00} \\ 08 \phantom{00} \\ \underline{- 6} \phantom{00} \\ 21 \phantom{00} \\ \underline{- 21} \\ 0 \end{array}$$



## Exercise 6.6

Knowledge Application

1. A mother distributed 960 rupees equally among her 4 children. How many rupees did each child get?
2. If 620 biscuits to be put in 5 packets, how many biscuits will be packed in one packet?
3. Supriya bought 270 roses to make garlands. If she made 9 garlands, how many roses are there in one garland?
4. Shivani has 100 stamps. She wants to paste 5 stamps on one page. How many pages are needed for all the stamps?
5. 5 buses carry 1095 people. How many people can travel by each bus?
6. How many weeks are there in 847 days?
7. 484 children are standing in 4 lines. How many children are there in each line?



### Think Tank



Gap Analyzer™  
Take a Test

#### 1. Tick (✓) the correct answer:

- (a) \_\_\_\_\_ divides every number exactly and the quotient is the number itself.
- (i) 0 ☐ (ii) 1 ☐ (iii) Both ☐
- (b) Every number divides \_\_\_\_\_ exactly and the quotient is 1.
- (i) 0 ☐ (ii) 1 ☐ (iii) itself ☐
- (c) When 0 is divided by any number, the quotient is \_\_\_\_\_.
- (i) 0 ☐ (ii) 1 ☐ (iii) itself ☐
- (d)  $426 \div 2 =$  \_\_\_\_\_.
- (i) 313 ☐ (ii) 213 ☐ (iii) 113 ☐

#### 2. Fill in the blanks:

- (a) \_\_\_\_\_  $\div 3 = 111$  (e)  $345 \div$  \_\_\_\_\_  $= 345$
- (b)  $404 \div$  \_\_\_\_\_  $= 202$  (f)  $0 \div 699 =$  \_\_\_\_\_
- (c) \_\_\_\_\_  $\div 2 = 143$  (g)  $883 \div 883 =$  \_\_\_\_\_
- (d)  $8005 \div 5 =$  \_\_\_\_\_ (h)  $445 \div 5 =$  \_\_\_\_\_

### 3. Match the following:

(a)  $0 \div 792$

(b)  $822 \div 3$

(c)  $695 \div 5$

(d)  $444 \div 2$

(e)  $224 \div 4$

(i) 139

(ii) 222

(iii) 56

(iv) 0

(v) 274



## Puzzle



### Conceptual Learning

### Solve the puzzle:

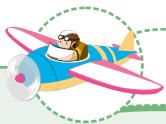
1.			2.	3.		4.
		5.			6.	
7.	8.			9.	10.	
			11.		12.	13.
14.			15.	16.		
		17.			18.	
19.	20.			21.	22.	
	23.			24.		

### Across

1.  $162 \div 9$
2.  $660 \div 6$
6.  $126 \div 7$
7.  $456 \div 4$
9.  $714 \div 6$
12.  $573 \div 3$
14.  $144 \div 9$
15.  $798 \div 7$
17.  $915 \div 5$
18.  $112 \div 8$
19.  $740 \div 4$
21.  $594 \div 3$
23.  $864 \div 6$
24.  $830 \div 5$

### Down

1.  $906 \div 6$
3.  $724 \div 4$
4.  $266 \div 7$
5.  $264 \div 6$
6.  $995 \div 5$
8.  $952 \div 7$
10.  $342 \div 3$
11.  $472 \div 4$
13.  $870 \div 5$
14.  $808 \div 8$
16.  $786 \div 6$
17.  $770 \div 5$
18.  $744 \div 4$
20.  $729 \div 9$
22.  $637 \div 7$

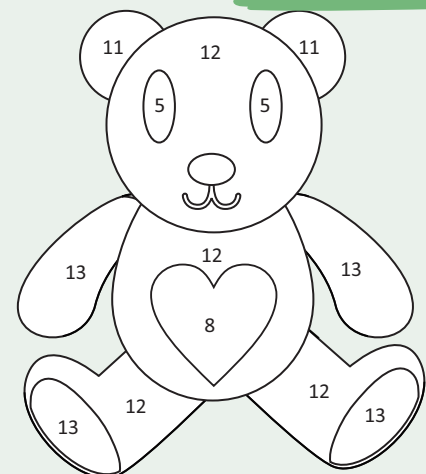


## Fun Time Activity

### Colour the picture with coding colour.

Code	8	11	12	13	5
Colour	Red	Sky	Brown	Pink	Black
1. $24 \div 2$		2. $39 \div 3$		3. $44 \div 4$	
4. $72 \div 9$		5. $56 \div 7$		6. $45 \div 9$	

### Problem Solving





## Mental Math

Critical Thinking

1. How many weeks are there in a year (365 days)?
2. Which is larger  $49 \times 1$  or  $49 \div 1$ ?
3. Which is smaller  $0 \div 7$  or  $0 \div 10$ ?
4. Solve  $81 \div 9$ .
5. How many times can you take away 8 from 178?



## Maths Lab Activity

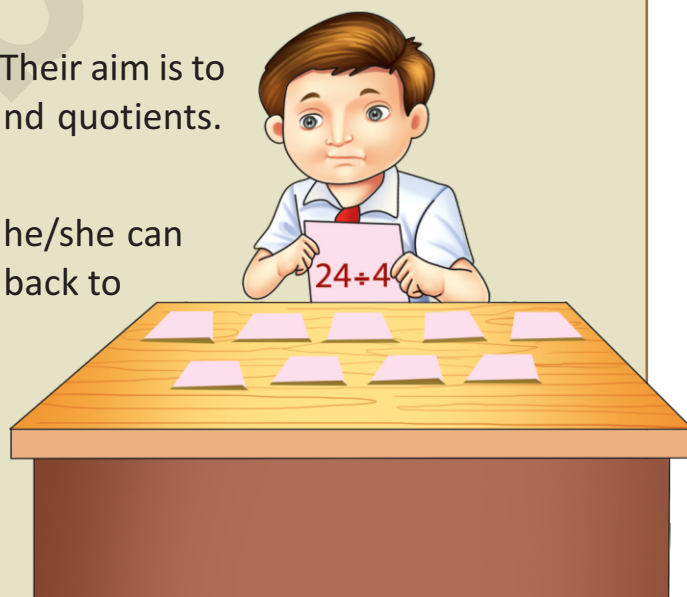
Conceptual Learning

**Learning objective:** To reinforce the understanding of basic division.

**Material required:** Division fact cards and quotient cards.

### Procedure:

1. Divide yourselves in pairs and choose a leader to conduct the activity.
2. The leader shuffles all the cards — division facts and quotient cards and puts them on the upside down.
3. The pairs will come forward and flip the cards. Their aim is to find cards that have matching division facts and quotients. For example the ' $24 \div 4$ ' matches the '6' card.
4. Player 1 of a pair flips 2 cards. If they match, he/she can keep both the cards. If not, then cards are put back to the stack and placed upside down.
5. Player 2 repeats the process as in step 4.
6. The pairs continue to flip the cards until all of them have been flipped and matched.
7. At the end the pair with the maximum number of cards is the winner.



Critical Thinking

94 children in a class were put into teams of 8 each. How many teams did they make? How many children were left out?