

Lesson 27 **NUMBER****Dividing 2- and 3-digit numbers by 1 digit**

CURRICULUM ALIGNMENT

NUM.OPS.3

understand and apply flexibly the four operations; and the relationships between operations.

INTERACTIVES

Equal Groups (Sharing) · display, explore

Word Problem · challenge

WHAT THIS LESSON TEACHES

In written division we start with the biggest place value first (hundreds, then tens, then units), unlike addition and subtraction, where we start with the units. Any leftover from one place is carried down to join the next place.

→ $84 \div 4$: share the 8 tens first (2 tens each), then the 4 units (1 each) = 21.

→ $95 \div 4$: the units leave 3 over, so we write 23 r3.

MODEL THIS ON THE BOARD

WORKING OUT $96 \div 4$

- 1 Start at the tens: 9 tens $\div 4 = 2$ tens, remainder 1 ten.
- 2 Carry the leftover ten to the units to make 16 units.
- 3 16 units $\div 4 = 4$ units. Read the answer on top.

$$\begin{array}{r} 24 \\ 4 \overline{) 96} \\ \underline{8} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

DISCUSSION STARTER

REFLECT

When a leftover moves into the next column, how do you keep track of what still needs sharing?

ANSWER KEY

a) 13 (carry 1)

b) 24 r1

c) 51 (carry 2)

Q1: 19

Q2: 12 apples

Q3: 23 r 3

Spot: 6 goes into 9 once with 3 left over. Carry the 3 to the units to make 36. $36 \div 6 = 6$. So $96 \div 6 = \text{**16**}$, not 11.

EXTENSION SHEET · STRETCH ANSWERS

S1: 29

S2: 20

S3: 27

S4: 12

S5: 12