Session 12: Division 1 & 2 digit

Session Title	Division 1 & 2 digit
Objective	By the end of the class, students will be able to: 1. Divide 1-digit and 2-digit numbers accurately 2. Frame and solve real-life problems using division. 3. Apply the six-step method to find solutions.
Topics	1. Understanding division as sharing equally 2. To build a strong foundation in division, moving from basic to intermediate levels 3. Apply the six-step method to find solutions
Materials required	1. Flashcards 2. Bingo cards
Methodology	Hands-on activities and visual demonstrations Step-by-step progression from simple to complex division problems.
Session Duration	90 minutes

Introduction Activity (30 minutes):

Division Bingo (30 minutes)

How to Play:

Create bingo cards with division problems written in the squares and their answers as the numbers. Call out division questions (like 12 ÷ 4), and the children will mark the answer if it appears on their card. The first one to get a full row or column wins.

Benefit: Reinforces division facts while making the learning process fun.

6	2	3
6	2	3
2	1	3
2	8	7
5	8	6
8	9	6

Questions :

1. 18 ÷ 3 = 6
2. 8 ÷ 4 = 2
3. 9 ÷ 3 = 3
4. 4 ÷ 2 = 2
5. 7 ÷ 7 = 1
6. 9 ÷ 3 = 3
7. 4 ÷ 2 = 2
8. 32 ÷ 4 =8
9. 56 ÷ 8 = 7
10. 25÷ 5 = 5
11. 72 ÷ 9 = 8
12. 36 ÷ 6 = 6

13. 63 ÷ 7 = 9
14. 24 ÷ 4 = 6
15. 42 ÷ 6 = 7

Main Activity (40 minutes):

Six step method (25 minutes)

Situation: A teacher has 24 chocolates and wants to give them equally to 6 students. How many will each get?

Step 1: Comprehension

Teachers activity: "What is happening in the question? What do we have?" Teacher reads out the problem clearly.

Pupil's activity: "we have 24 chocolates and 6 students"

Blackboard work: Comprehension: 24 chocolates, 6 students

Step 2: Find the Problem

Teacher activity: What do we need to find out

Pupils activity: How many chocolates will each student get?

Blackboard work: Chocolates per student?

Step 3: Data collection

Teachers activity: Teacher writes the given data:

Total= 24, students =6

Pupils activity: Students copy or read along

Blackboard work: Data: total= 24, students =6

Step 4: Equation

Teachers activity: What math sentence or equation can we write?

Pupils activity: -24÷6=?

Blackboard activity -Equation : 24÷6=?

Step 5: Operations

Teachers activity: now we divide. Teacher shows on the board and with a counter if needed.

Pupils activity: -24+6=4

Blackboard activity operations: 24÷6=4

Step 6: solution

Teachers activity: so each student gets 4 chocolates. Teacher concludes with the real answer.

Pupils activity: answer is 4

Blackboard activity solution: Each student gets 4

Practice activity (15 minutes)

1. You have 16 apples. Put them into baskets with two apples each. How many baskets do you need?
2. A box has 42 pencils. If 6 students share them equally, how many will each get?

Use same 6 steps for these examples in class

Review Assessment (5 minutes):

1. Randomly ask students to explain their steps for one of the problems
2. Provide a few division problems as homework to reinforce concepts learned during the session

Follow up Tasks (15 minutes):

Short exercise

1. 28÷7=?
2. 35÷5=?
3. If 18 books are divided among 3 students, how many books per student?

Expected learning outcome:

Knowledge Building:

- Understanding the Relationship Between Division and Multiplication: Applying division as the reverse of multiplication to check the results of division problems.

Skill building:

- Develop speed and accuracy in division.
- Enhance confidence in tackling division problems of varying complexity.

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