

Session 12: Division 1&2 digit

Session Title	Division 1&2 digit
Objective	<p>By the end of the class, students will be able to:</p> <ol style="list-style-type: none">1. Divide 1-digit and 2-digit numbers accurately2. Frame and solve real-life problems using division.3. Apply the six-step method to find solutions.
Topics	<ol style="list-style-type: none">1. Understanding division as sharing equally2. To build a strong foundation in division, moving from basic to intermediate levels3. Apply the six-step method to find solutions
Materials required	<ol style="list-style-type: none">1. Flashcards2. Bingo cards
Methodology	<p>Hands-on activities and visual demonstrations</p> <p>Step-by-step progression from simple to complex division problems.</p>
Session Duration	90 minutes

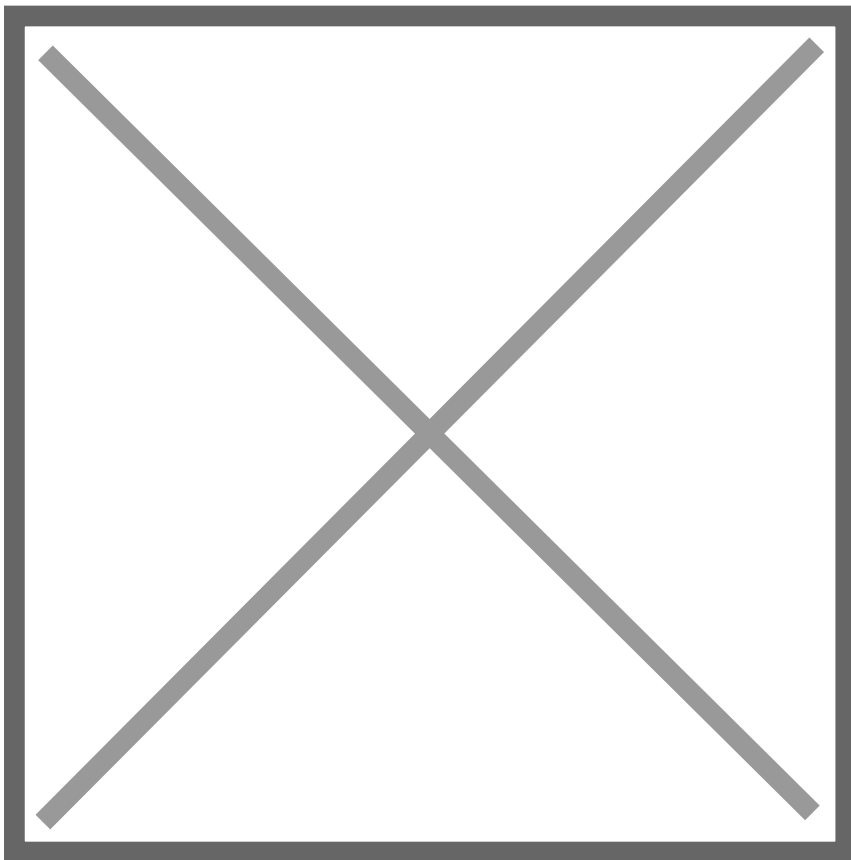
Introduction Activity

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 $12 \div 4$), 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.



Questions :

1. $18 \div 3 = 6$
2. $8 \div 4 = 2$
3. $9 \div 3 = 3$
4. $4 \div 2 = 2$
5. $7 \div 7 = 1$
6. $9 \div 3 = 3$

7. $4 \div 2 = 2$
8. $32 \div 4 = 8$
9. $56 \div 8 = 7$
10. $25 \div 5 = 5$
11. $72 \div 9 = 8$
12. $36 \div 6 = 6$
13. $63 \div 7 = 9$
14. $24 \div 4 = 6$
15. $42 \div 6 = 7$

Main Activity (45 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-problem: 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 - $24 \div 6 = ?$

Blackboard activity -Equation : $24 \div 6 = ?$

Step -5 operations

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

Pupils activity - $24 \div 6 = 4$

Blackboard activity -operations : $24 \div 6 = 4$

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)

Randomly ask students to explain their steps for one of the problems

Provide a few division problems as homework to reinforce concepts learned during the session

Follow up Tasks(15 minutes)

Short exercise

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

Expecting 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.

Revision #4

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