Unit 9: Chapter 9 - Division

95 → 100
100 ÷ 5 = 20

95 → 100
100 × 3 = 300
95 ÷ 3
100 ÷ 3

Curriculum Outcomes to be completed:

- (5N2) Using estimation strategies:
  - ✗ Front end
  - ~~Compensation~~
  - Compatible numbers ← Division
  - ✗ rounding
- (5N3) Apply mental mathematics strategies and number properties:
  - Skip counting
  - Halving and doubling
  - Patterns for 9's
  - Repeated doubling or repeated halving
- (5N6) Demonstrate with and without concrete materials an understanding of division (three digit by one digit)

32 × 3 = 96
10 × 3 = 30
33 × 3 = 99
20 × 3 60
34 × 3 = 102
30 × 3 90
31 × 3 = 93

Approximate Time Length:

- 4 Weeks (May 9th - May 24th)

Compatible #

95 → 102 ÷ 3 = 34

95 → 99 ÷ 3 = 33

8 ÷ 3

Round 8 → 10

~~10 ÷ 3~~

↳ 9 ÷ 3 = 3 ✓

Around 3

Lesson 1 - Division Fact Strategies

Desmond received a deck of 48 cards as a gift. Desmond creates his own rules stating that all players must have the same number of cards and there must be fewer than 10 players and each player must have fewer than 10 cards.

How many players can play with 48 cards and none left over?

6 × 8 = 48

4 × 12 = 48

2 × 24 = 48

1 × 48 = 48

I need to divide the 48 cards into equal groups.
I'll look for pairs of numbers that I can multiply together to make 48.

6 players can play my game.

These are called Factors

6 players with 8 cards each

C. What 2 multiplication facts does Desmond's array show?

$6 \times 8 = 48$ → $8 \times 6 = 48$

D. What 2 division facts does Desmond's array show?

$48 \div 6 = 8$ perfect!!

$48 \div 8 = 6$

E. How can you use skip counting by 5s to show that there cannot be 5 players?

$1 \times 5 = 5$
$2 \times 5 = 5 + 5 = 10$
$3 \times 5 = 10 + 5 = 15$
$4 \times 5 = 15 + 5 = 20$
$5 \times 5 = 20 + 5 = 25$
$6 \times 5 = 25 + 5 = 30$
$7 \times 5 = 30 + 5 = 35$
$8 \times 5 = 35 + 5 = 40$
$9 \times 5 = 40 + 5 = 45$
$10 \times 5 = 45 + 5 = 50$

F. Could there be other numbers of players (less than 10) with no leftover cards? Explain how you know.