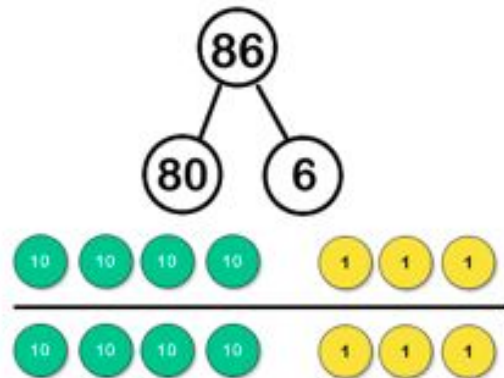
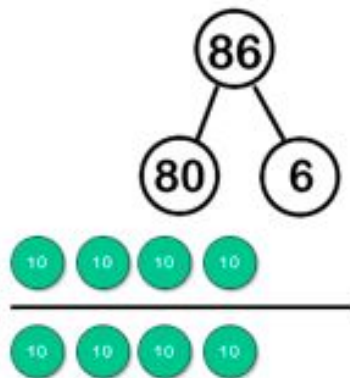
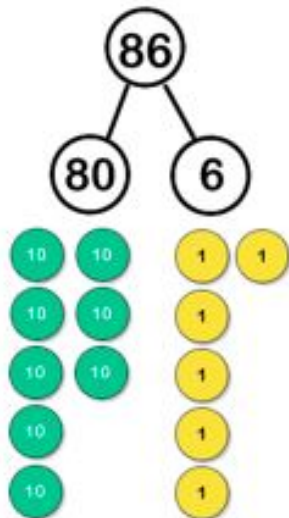


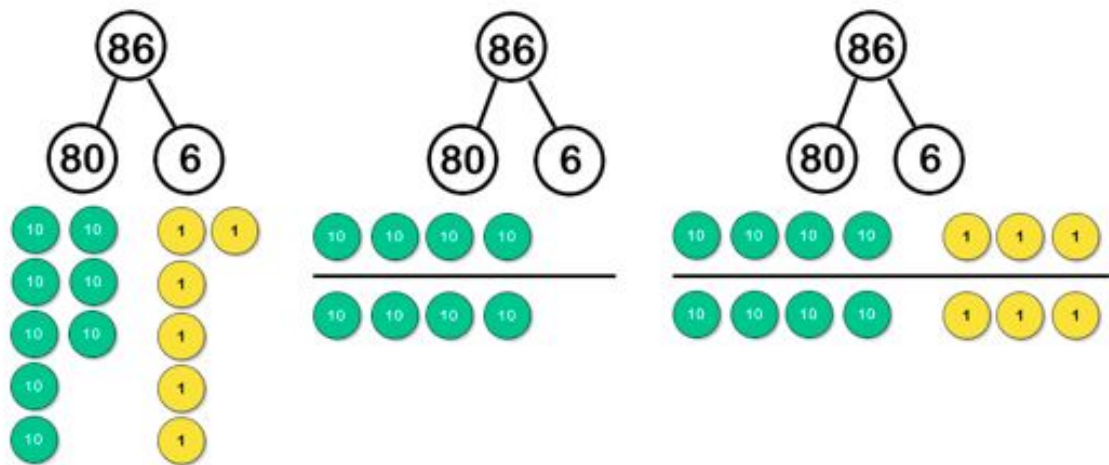
Talking Time:

Describe the method Carly uses to find the answer to $86 \div 2$.



Talking Time:

Describe the method Carly uses to find the answer to $86 \div 2$.



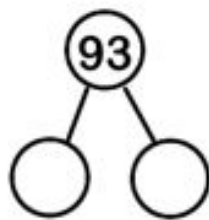
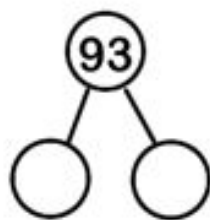
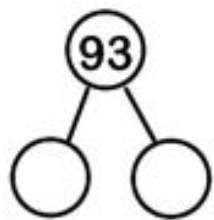
First, Carly partitions 86 into 80 and 6 and then models both parts using place-value counters.

She then divides the tens by 2 ($80 \div 2 = 40$) and divides the ones by 2 ($6 \div 2 = 3$).

The answer is the total of 40 and 3 (so, $86 \div 2 = 43$).

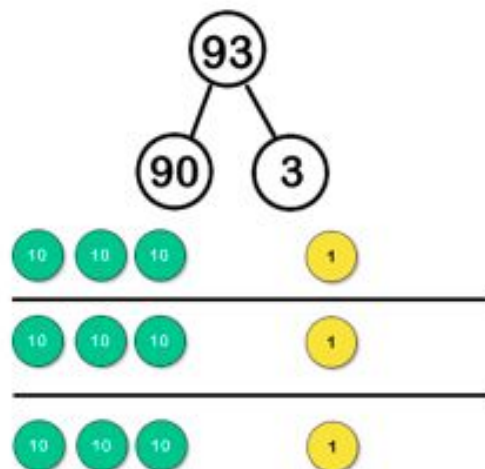
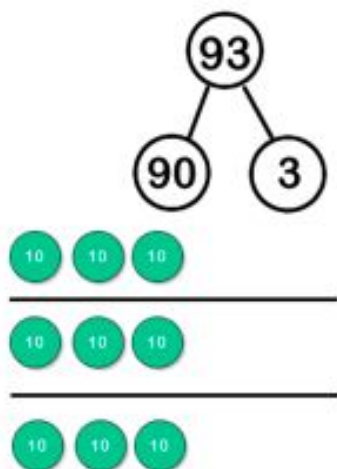
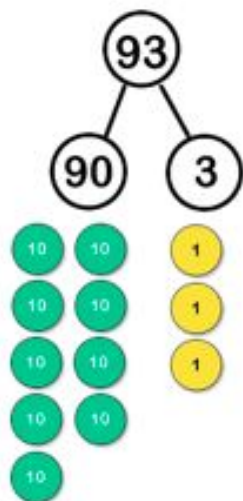
Talking Time:

Use this method to find the answer to $93 \div 3$.



Talking Time:

Use this method to find the answer to $93 \div 3$.



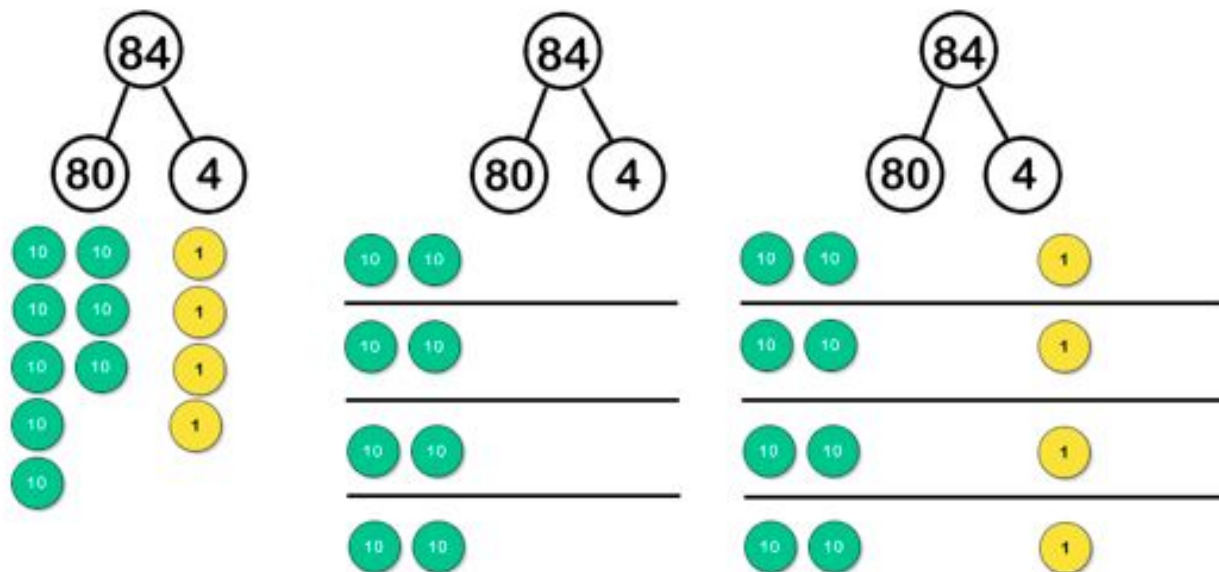
So, $93 \div 3 = 31$

Activity 1:

Use place-value counters and partitioning to find the answer to $84 \div 4$.

Activity 1:

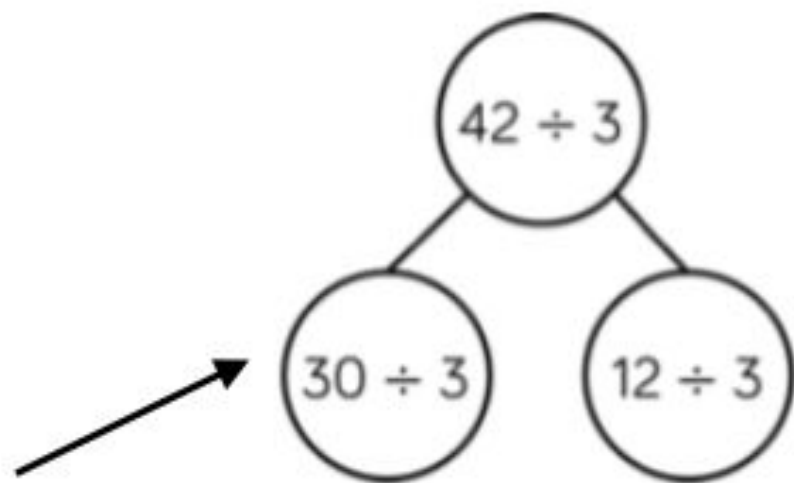
Use place-value counters and partitioning to find the answer to $84 \div 4$.



So, $84 \div 4 = 21$

Annie divide 42 by 3 in two different ways.

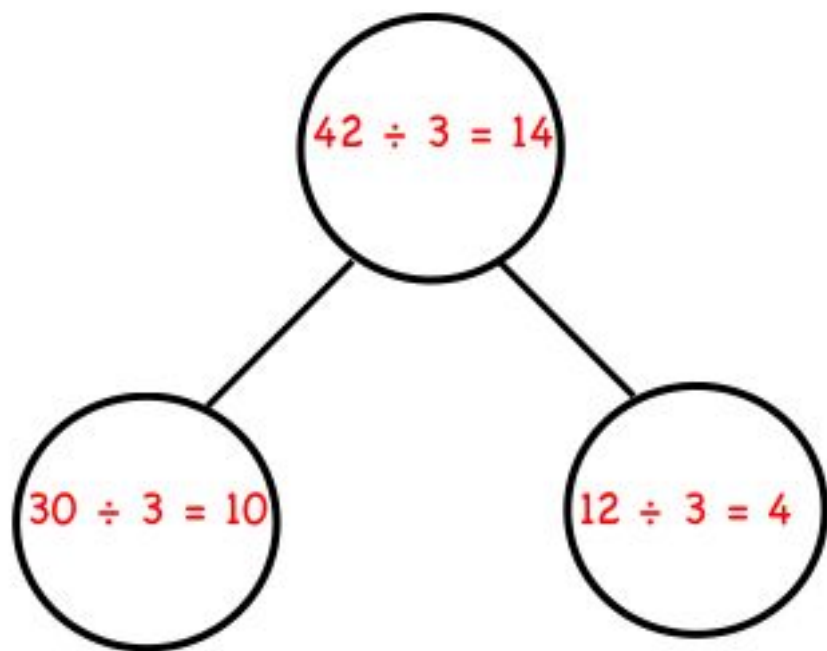
Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1



Here, Annie has partitioned 42 into multiples of 3.

To do this, you might need to write down your 3 times table.

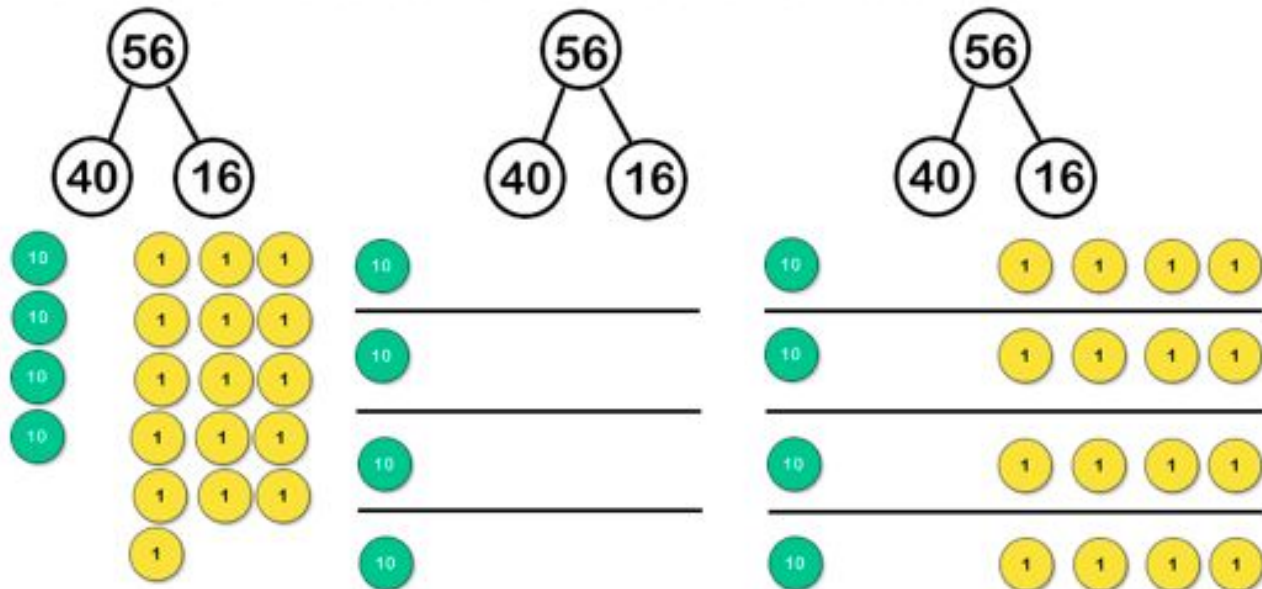
Talk to someone at home about **why** she has partitioned 42 into 30 and 12 not 40 and 2.



- 3
- 6
- 9
- 12**
- 15
- 18
- 21
- 24
- 27
- 30**
- 33
- 36

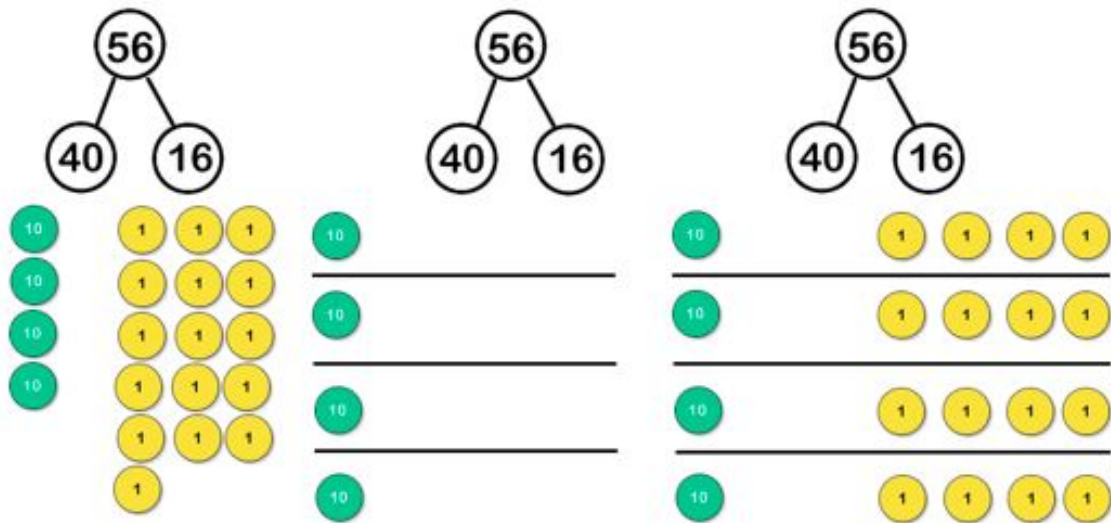
Talking Time:

Describe the method Jamie uses to find the answer to $56 \div 4$.



Talking Time:

Describe the method Jamie uses to find the answer to $56 \div 4$.



First, Jamie partitions 56.

Partitioning it with an exchange so that it becomes 40 and 16 is more helpful than into 50 and 6 because he is dividing by 4.

He models the partitioned number using place-value counters.

Then he divides the tens by 4 and the ones by 4. He finds that $56 \div 4 = 14$.

Your turn! Can you use this method to complete:



$$52 \div 4 =$$

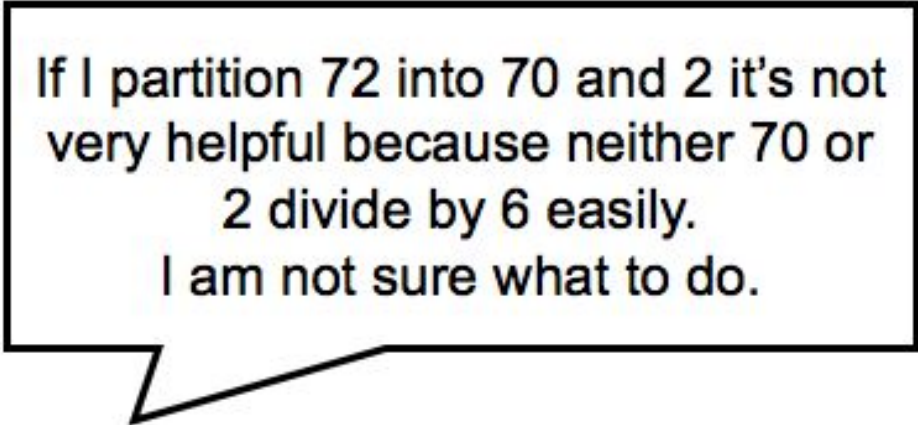
What is the best way to partition 52?

Share your ideas on the padlet!

Talking Time:

Hamza wants to divide 72 by 6.

He says,



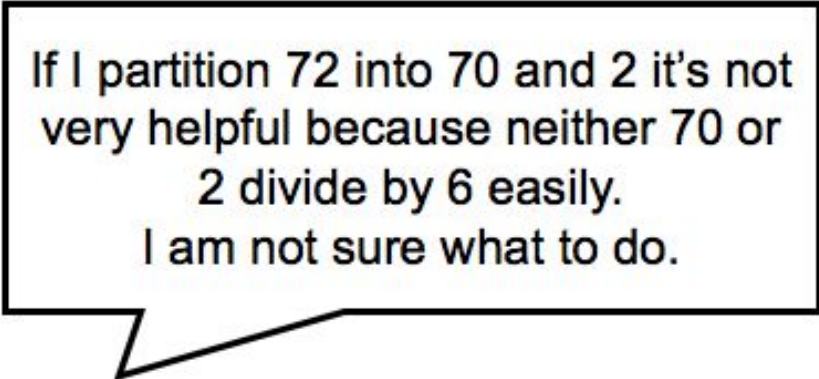
If I partition 72 into 70 and 2 it's not very helpful because neither 70 or 2 divide by 6 easily.
I am not sure what to do.

How could Hamza partition the number 72 to make the calculation easier?
Discuss your ideas with a partner.

Talking Time:

Hamza wants to divide 72 by 6.

He says,



If I partition 72 into 70 and 2 it's not very helpful because neither 70 or 2 divide by 6 easily.
I am not sure what to do.

How could Hamza partition the number 72 to make the calculation easier?
Discuss your ideas with a partner.

If Hamza exchanges 1 ten for 10 ones, he can partition the number into 60 and 12.

He is then left with two numbers that are both multiples of 6.

This means that he can divide both by 6 much more easily.

$60 \div 6 = 10$ and $12 \div 6 = 2$, so the answer to Hamza's problem is 12.

Now have a go at these:

$$48 \div 3$$

$$92 \div 8$$

$$96 \div 8$$

$$96 \div 3$$

$$96 \div 4$$

$$96 \div 6$$



CHALLENGE ZONE



What happens if you have a remainder? Can you explain it to a family member?

Try: $50 \div 3$

Make sure you join in with our discussions on Google Classroom!