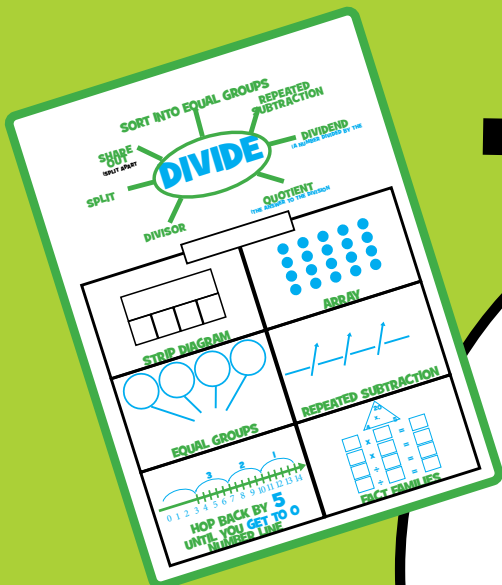
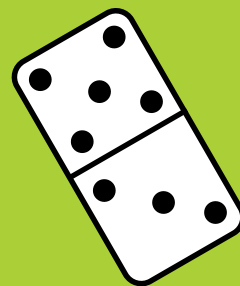
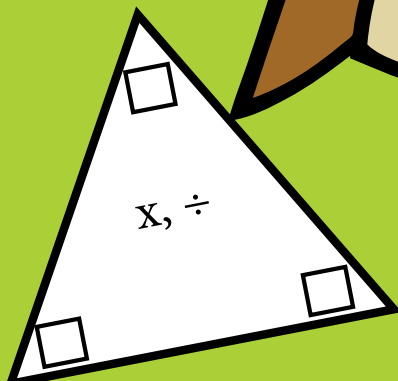


GUIDED MATH TEACHER'S DIVISION

TOOL KIT



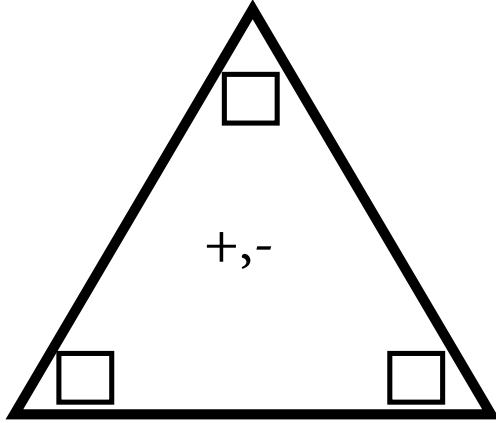
DIVIDING BY 8	
8 ÷ 8 = 1	
16 ÷ 8 = 2	
24 ÷ 8 = 3	
32 ÷ 8 = 4	
40 ÷ 8 = 5	
48 ÷ 8 = 6	
56 ÷ 8 = 7	
64 ÷ 8 = 8	
72 ÷ 8 = 9	
80 ÷ 8 = 10	



DR. NICKI NEWTON
Math Fact Fluency Playground

DIVIDING BY 8

$8 \div 8 = 1$
 $16 \div 8 = 2$
 $24 \div 8 = 3$
 $32 \div 8 = 4$
 $40 \div 8 = 5$
 $48 \div 8 = 6$
 $56 \div 8 = 7$
 $64 \div 8 = 8$
 $72 \div 8 = 9$
 $80 \div 8 = 10$

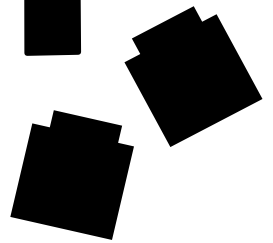
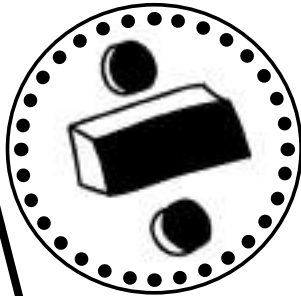


8
Division

$8 \div 8 = 1$
 $16 \div 8 = 2$
 $24 \div 8 = 3$
 $32 \div 8 = 4$
 $40 \div 8 = 5$
 $48 \div 8 = 6$
 $56 \div 8 = 7$
 $64 \div 8 = 8$
 $72 \div 8 = 9$
 $80 \div 8 = 10$
 $88 \div 8 = 11$
 $96 \div 8 = 12$

DIVIDING A NUMBER BY 8
Hint: Think Multiplication!
 $8 \times ? = \dots$

DIVISION TOOL KIT



DIVISION

SORT INTO EQUAL GROUPS
 REPEATED SUBTRACTION
 SHARE OUT (into equal groups)
 SPLIT APART
 DIVIDEND
 DIVISOR
 QUOTIENT
 DIVIDE \div

$20 \div 4 = ?$

STRIP DIAGRAM

ARRAY

EQUAL GROUPS

REPEATED SUBTRACTION

HOP BACK BY 5 UNTIL YOU GET TO 0
NUMBER LINE

FACT FAMILIES

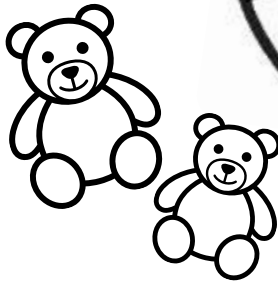
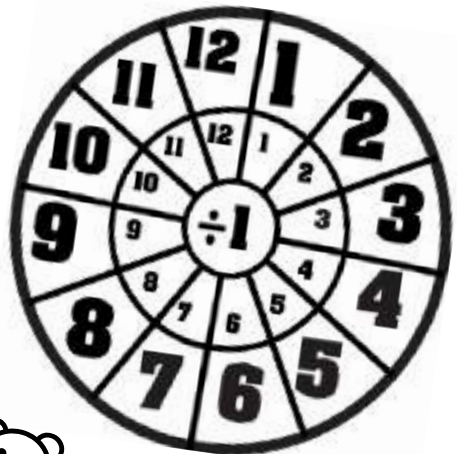


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Welcome to this book!

I am so excited that you are here to share this with me. This is the everything you ever wanted, needed, thought you might need, never even knew that you needed mega book of guided math division templates. It is written as a book in the spirit of acceleration and differentiation. The templates are differentiated along the learning progression so that you can meet your students where they are in small groups.

How to Use this Book!

This book has templates that the teacher can use for guided math groups, whole class activities, workstations and homework! The teacher can pull the different templates and make a binder for each person in the group. In the binder, put the templates in sheet protectors or laminate them so they can be used over and over again! Each student will have their own binder and they can use it as needed!

Big Ideas/Priority Standards

This book is aligned to the Big Ideas/Priority standards in k-2. It can be used as a supplement to any program. We have created a variety of templates to address the variations in state standards. These templates will provide you a way to reach back to catch up as well as extend learning for those students who are ready to go to the next steps.

Learning Trajectories

Speaking of steps, we have based all of our templates with the learning trajectories in mind. A learning trajectory is a developmental path that shows the landscape of learning a particular concept. Clements and Sarama have written extensively about learning trajectories (www.learningtrajectories.org). In the front of each book, you will find the learning trajectories for the topic.

Guided Math

Guided Math is a way of teaching students in small groups. Small groups allow us to get up close and personal with our students and their learning. In a small guided math group, there should be no more than 3-5 students. Groups meet for 10-15 minutes. The focus is on DOING MATH. These templates help you to do just that! They provide a space for students to explore, think, talk and work. In the small guided math group, students will make sense of math through working with their peers, their teacher and the different math materials (thinking mats, manipulatives, vocabulary/language talk frames).

While students are working together, the teacher guides them, asks important questions and provides the necessary feedback on their attempts at making sense of the math so that they can make the necessary connections and corrections and build a deeper understanding of the math concepts. The learning spirals and children build on prior knowledge as they engage in new experiences. (Dewey 1933/1998; Piaget, 1972; Vygotsky, 1978; Bruner, 1973, 1990). In the guided math group, the student's should spend most of the time doing math rather than listening to the teacher talk about math.

Experiences are scaffolded in a way to maximize the learning opportunities. Students are working in their Zone of Proximal Development, meaning that they are working at a level that is just right, not too easy and not too difficult (Vygotsky, 1978). Through interaction with more capable peers, adults who are facilitating their learning and artifacts (in this case appropriately selected materials such as manipulatives, books, computer programs etc.), students make meaning of the math (Vygotsky).

Differentiated Instruction

As Coco Aguirre (my mentor teacher) had hanging above the threshold of her door, “If a student doesn’t learn the way you teach, then teach the way they learn.” This is a simple but powerful truth. Meet the children where they are and then take them to the next level. For me, differentiation is about always asking myself, “If they aren’t getting it, what can I do differently?” These templates provide you an option to scaffold the learning so that all students have access to the grade level content!

Tomlinson (1999) speaks of how differentiated instruction results in academically responsive classrooms. In this type of classroom teachers are aware of the academic levels of their students and create curriculum designed to respond to their needs. Tomlinson stated that at its most basic level, differentiating instruction means “shaking up” what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively (2001).

• While differentiation “advocates attending to students as individuals, it does not assume a separate assignment for each learner”(Tomlinson). “Differentiation needs to be student-centered, rooted in assessment, and dynamic” Serravello, 2010. We are constantly adjusting our teaching in response to what students are telling and showing us in their work and talk. Teachers who differentiate must take the time to get to know their students well. They have to understand them as people, learners and know what motivates them to reach their goals. Robb notes that “Differentiation is a way of teaching, it’s not a program or a package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning” (2008, p.13).

• **Math Talk**

• One of the most important things that happen in the math class is the discussion. We have to teach students to be active participants and engaged listeners. We want them to respect each other deeply and seek to truly understand each other without judgment. They have to learn to develop and defend their thinking, justify their answers and respectfully disagree with each other. The National Council of Teachers of Mathematics (NCTM) defines math talk as “the ways of representing, thinking, talking, and agreeing and disagreeing that teachers and students use to engage in [mathematical] tasks” (NCTM, 1991).

Questioning

- It is so important to ask good questions. The questions should reach beyond the answer. As Phil Daro notes, we have to go “beyond answer-getting (<https://vimeo.com/79916037>).” The questions in the guided math group should be designed to get students to understand more fundamentally the mathematics of the grade level.
- Good questions don’t just happen, they are planned for.
- The teacher should know ahead of time the types of questions that she will ask and why she will ask them.
- In the plan for the lesson, the teacher should brainstorm some possible questions that push student thinking.
- These are not yes or no questions, but rather ones that require students to explain themselves, show what they know and defend and justify their thinking.

PROGRESSION OF DIVISION

FLUENCY IS

- 1 EFFICIENCY
- 2 ACCURACY
- 3 FLEXIBILITY

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RESEARCH NOTES

- 1 EQUAL GROUPS/ARRAYS
LEVEL 1: DIVIDING UP BY 1
LEVEL 2: DIVIDING UP BY MORE THAN 1
- 2 repeated subtraction
- 3 skip counting
- 4 using related multiplication facts
- 5 properties
- 6 learned facts

'I can model division with equal groups

'I can model division with arrays

JOURNEY TO FLUENCY

LEARNED FACTS
 $25 \div 5$

UNDERSTANDING THE PROPERTIES
(DIVIDING BY 1; DIVIDING 0 BY A NUMBER; DIVIDING A NUMBER BY ITSELF; IMPOSSIBLE TO DIVIDE BY 0)
 $56 \div 7$

FACT FAMILIES
 $8 \div 4$
 $8 \div 2$
 2×4
 4×2

DIVIDING A NUMBER BY ITS HALF
 $14 \div 7$

USING MULTIPLICATION TO THINK ABOUT DIVISION
 $8 \div 2$
 $2 \times ? = 8$

EXPLORING EQUAL GROUPS AND ARRAYS
(DIVIDING UP BY BY MORE THAN 1)
 $12 \div 6$

EXPLORING EQUAL GROUPS AND ARRAYS
(DIVIDING UP BY 1)
 $6 \div 3$

DIVIDING BY 2
 $8 \div 2$

SET A GOAL. MAKE A PLAN. ACHIEVE YOUR GOAL!

PROGRESSION OF DIVISION

RESEARCH NOTES

- 1 EQUAL GROUPS/ARRAYS
LEVEL 1: DIVVING UP BY 1
LEVEL 2: DIVVING UP BY MORE THAN 1
- 2 repeated subtraction
- 3 skip counting
- 4 using related multiplication facts
- 5 Properties
- 6 Learned facts

I can model division with equal groups

I can model division with arrays

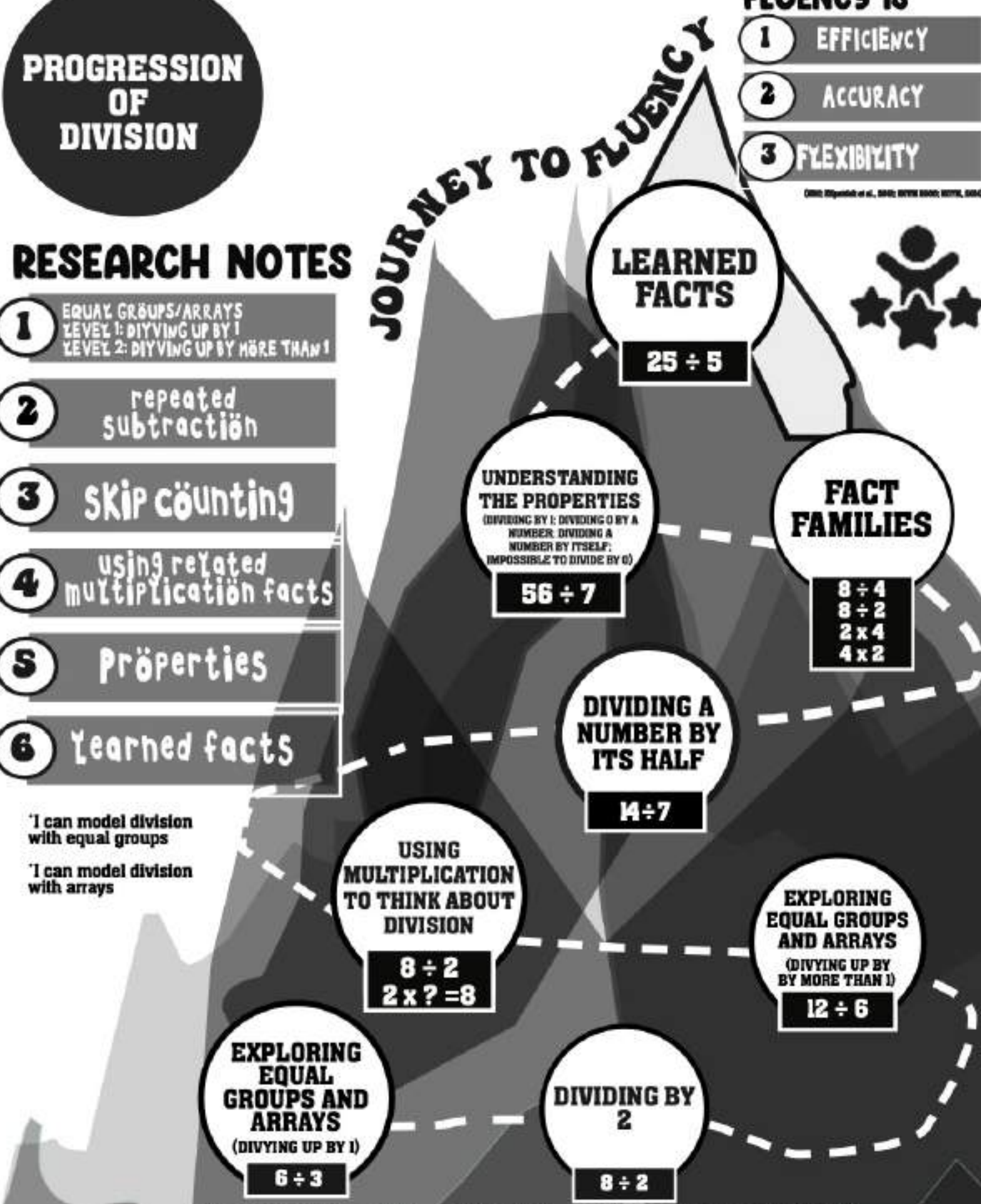
FLUENCY IS

- 1 EFFICIENCY
- 2 ACCURACY
- 3 FLEXIBILITY

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JOURNEY TO FLUENCY



SET A GOAL. MAKE A PLAN. ACHIEVE YOUR GOAL!

I CAN REACH MY GOALS

**ALMOST
THERE!!**

**FACT
FAMILIES**

**UNDERSTANDING
THE PROPERTIES**

**LEARNED
FACTS**

FINISH

**DIVIDING A
NUMBER BY
ITS HALF**

**USING
MULTIPLICATION
TO THINK
ABOUT
DIVISION**

**EXPLORING
EQUAL
GROUPS
& ARRAYS
(DIVIDING UP
BY MORE
THAN 1)**

**DIVIDING
BY 2**

**EXPLORING
EQUAL
GROUPS AND
ARRAYS
(DIVIDING UP
BY 1)**

DIVISION

START

VOCABULARY CARDS

DIVISION

$$15 \div 5 = 3$$

DIVISION SIGN

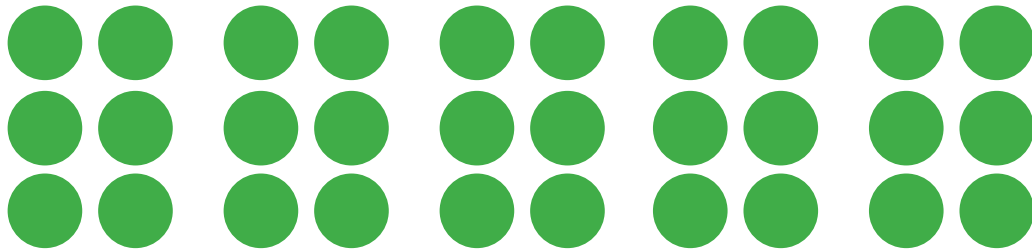
$$4 \div 2 = 2$$


QUOTIENT

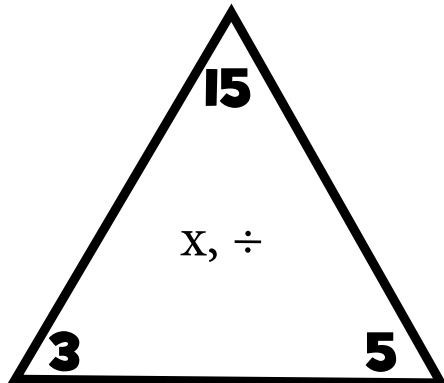
$$9 \div 3 = 3$$


VOCABULARY CARDS

EQUAL SHARE



RELATED FACTS



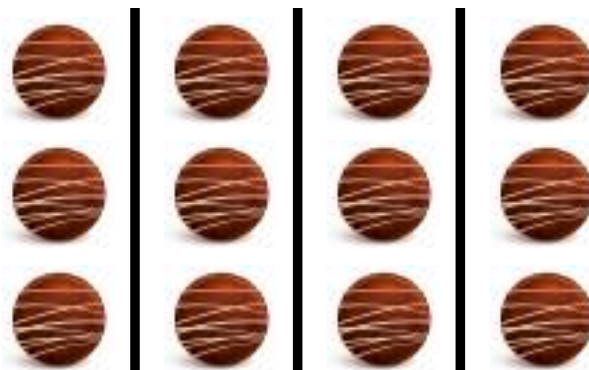
$$\underline{3} \times \underline{5} = \underline{15}$$

$$\underline{5} \times \underline{3} = \underline{15}$$

$$\underline{15} \div \underline{3} = \underline{5}$$

$$\underline{15} \div \underline{5} = \underline{3}$$

DIVIDE



VOCABULARY CARDS

Division Equation/ Number Sentence

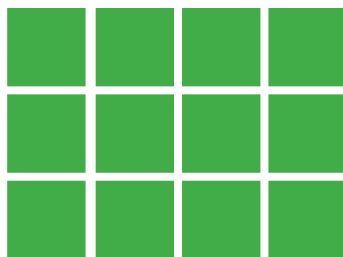
8 Division Sign \div **2** Equal Sign $=$ **4**

DIVIDEND **DIVISOR** **QUOTIENT**

MISSING NUMBER

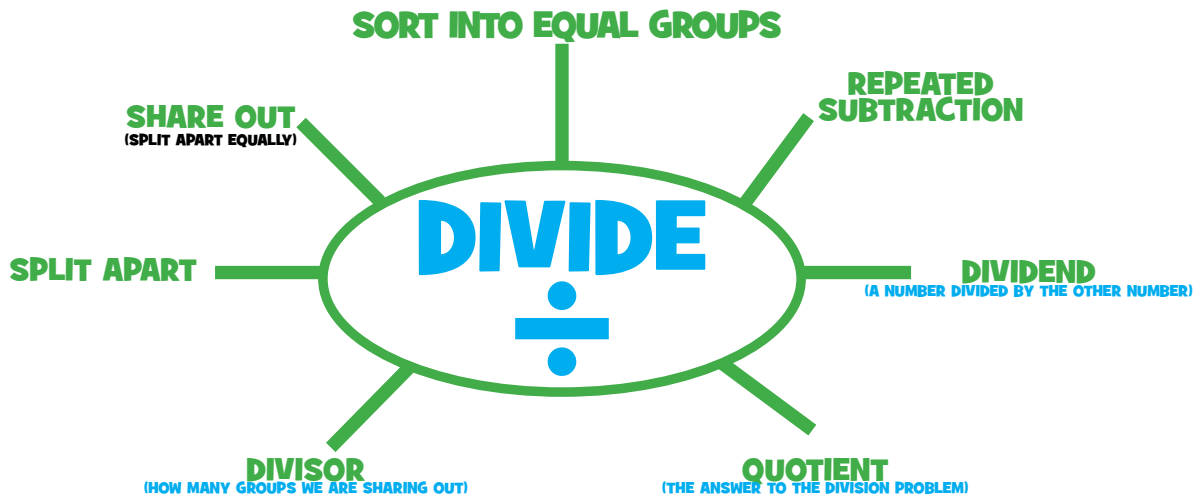
2 \div $=$ **1**

ARRAY

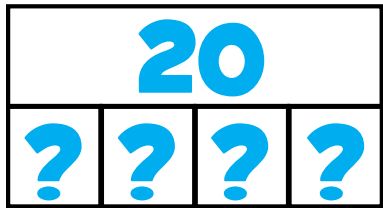


3 x 4 = 12

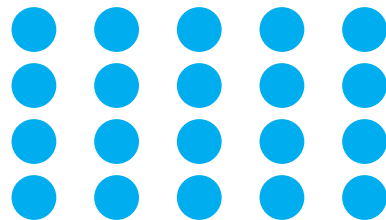
DIVISION



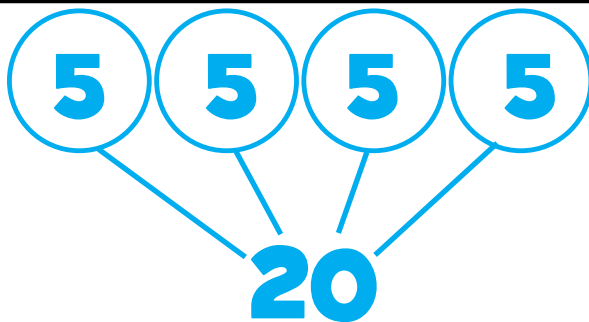
20 ÷ 4 = ?



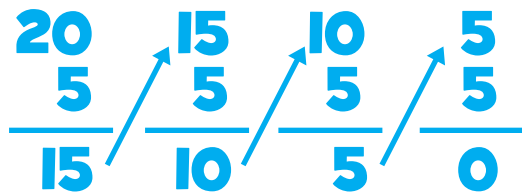
STRIP DIAGRAM



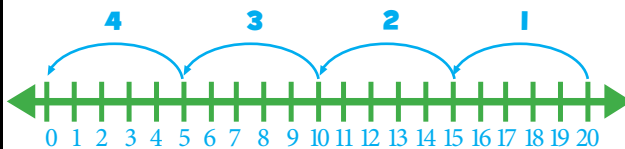
ARRAY



EQUAL GROUPS

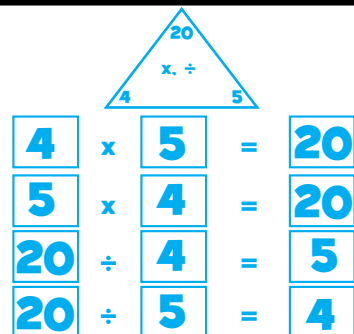


REPEATED SUBTRACTION



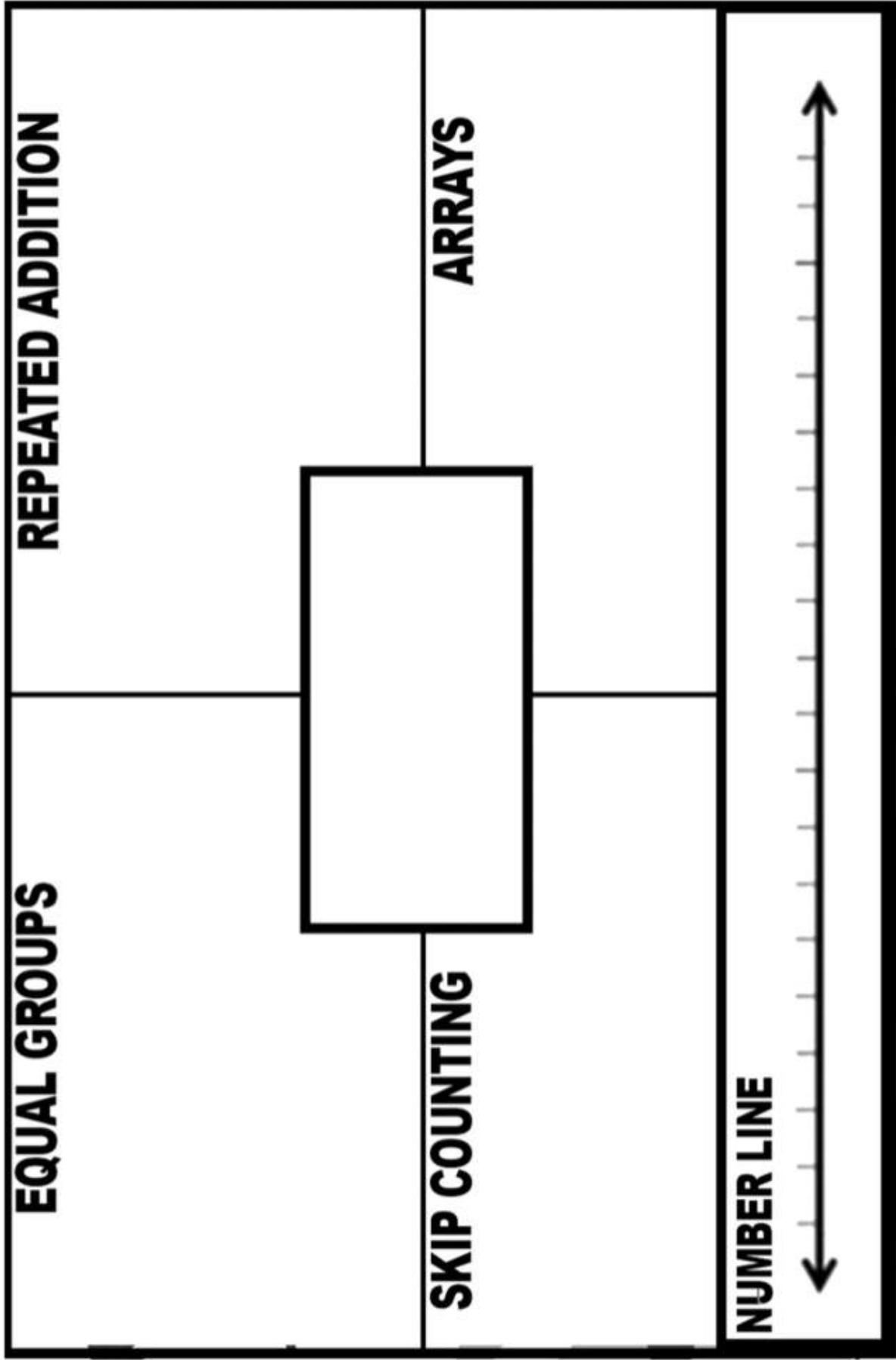
**HOP BACK BY 5
UNTIL YOU GET TO 0**

NUMBER LINE



FACT FAMILIES

MODELING DIVISION



DIVISION MAT

MODELS

STRATEGIES

EQUAL GROUPS

THINK MULTIPLICATION

ARRAYS

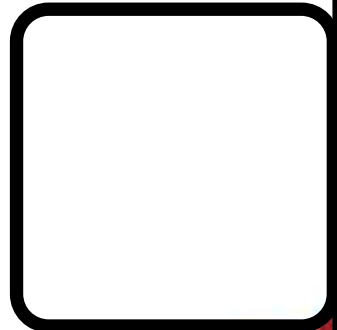
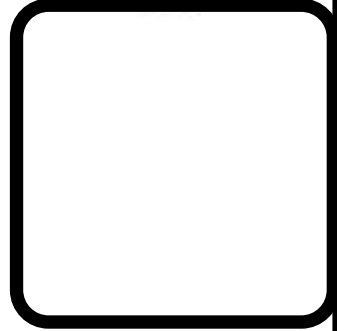
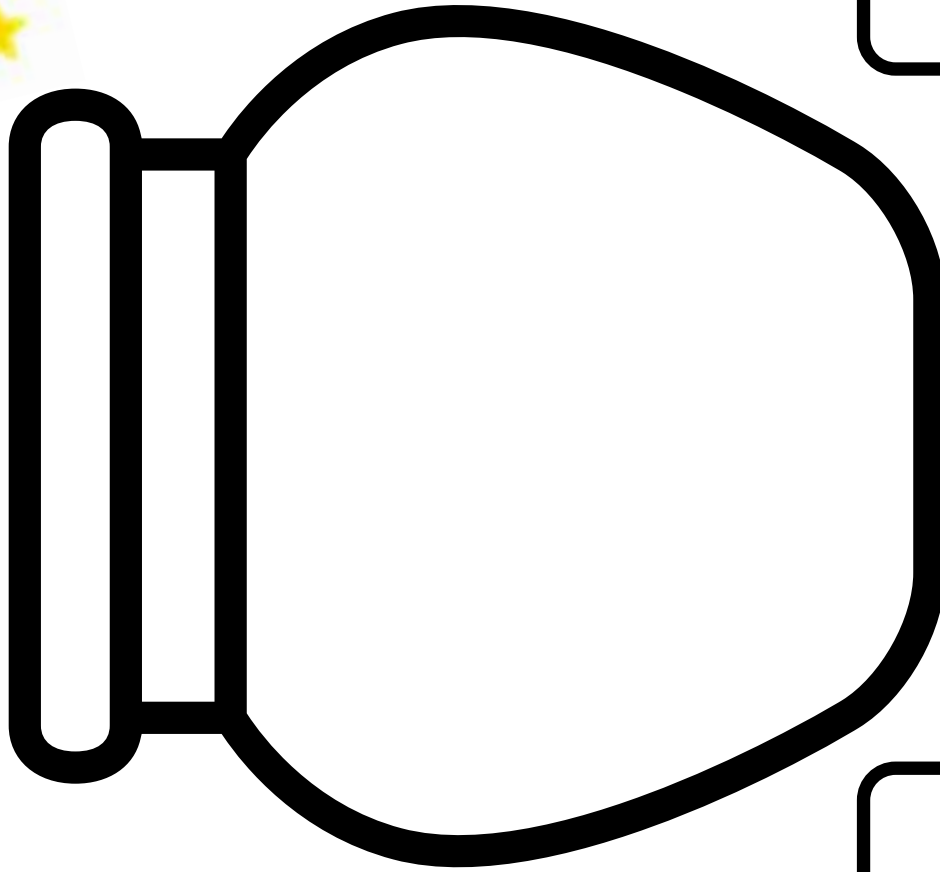
REPEATED SUBTRACTION

NUMBER LINE

SKIP COUNTING

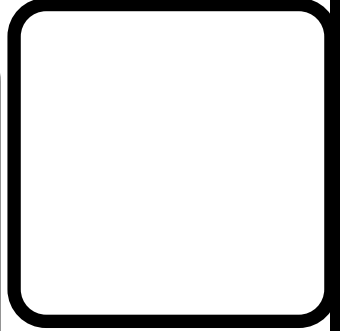
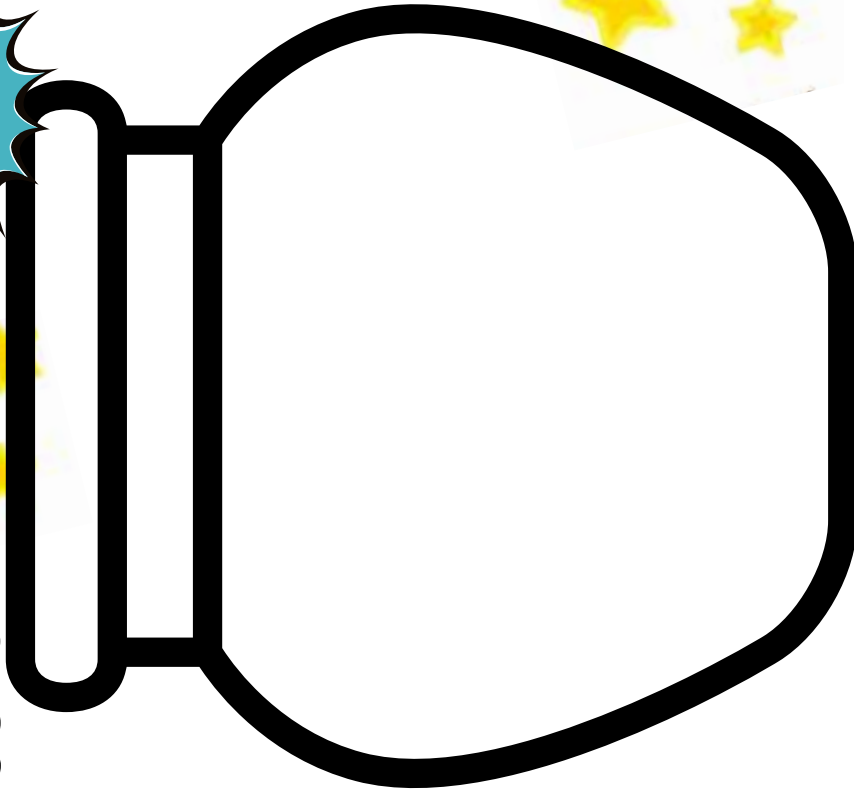
DIVISION MAT

EQUAL GROUPS



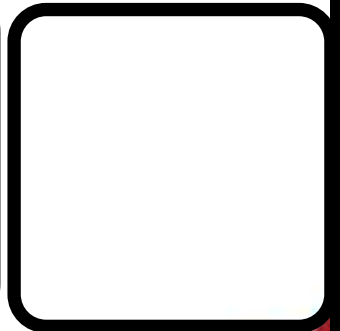
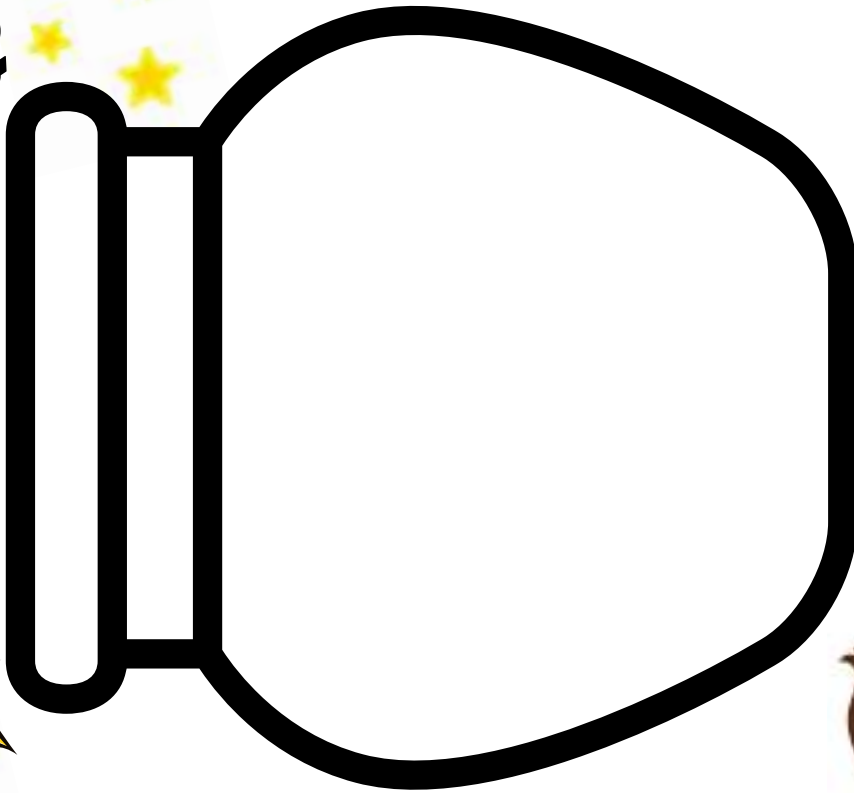
DIVISION MAT

EQUAL GROUPS



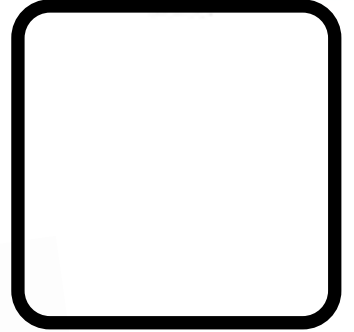
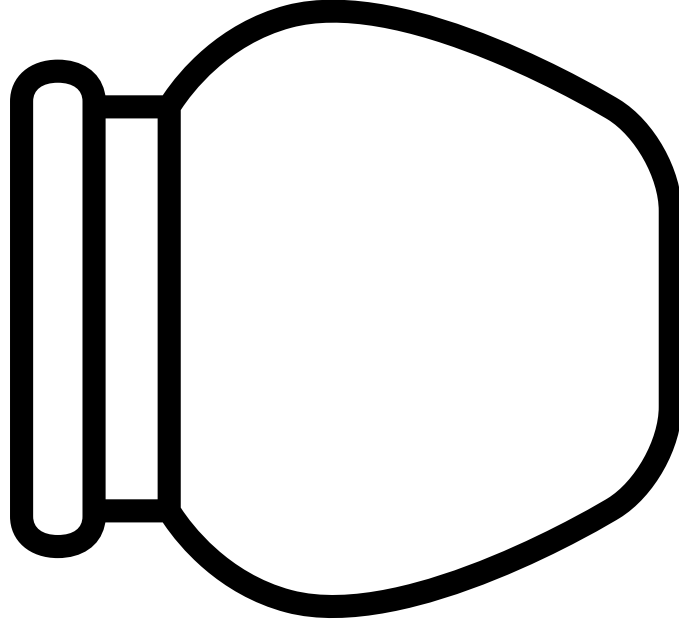
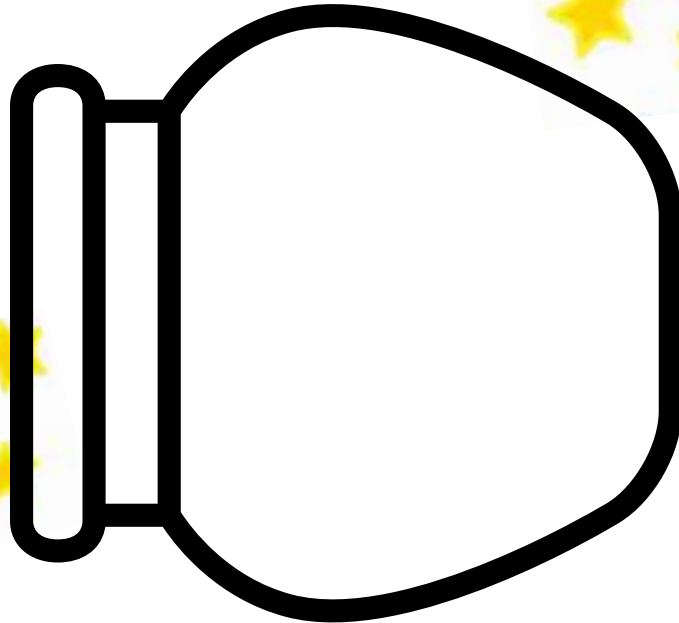
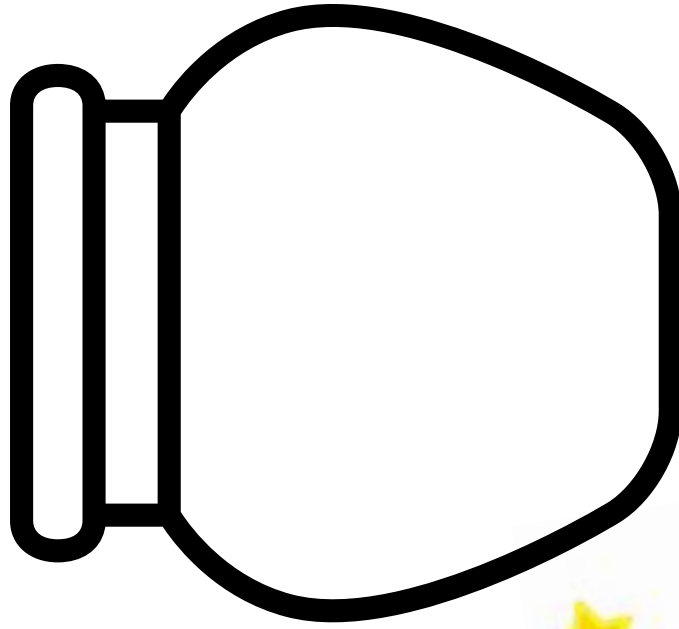
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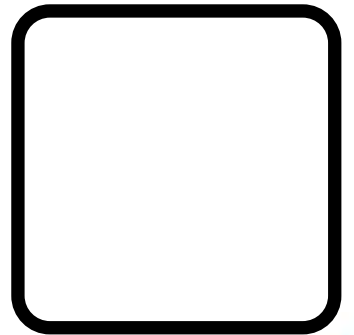


DIVISION MAT

EQUAL GROUPS

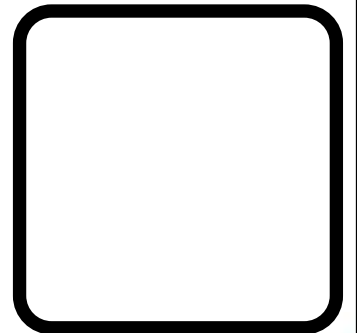
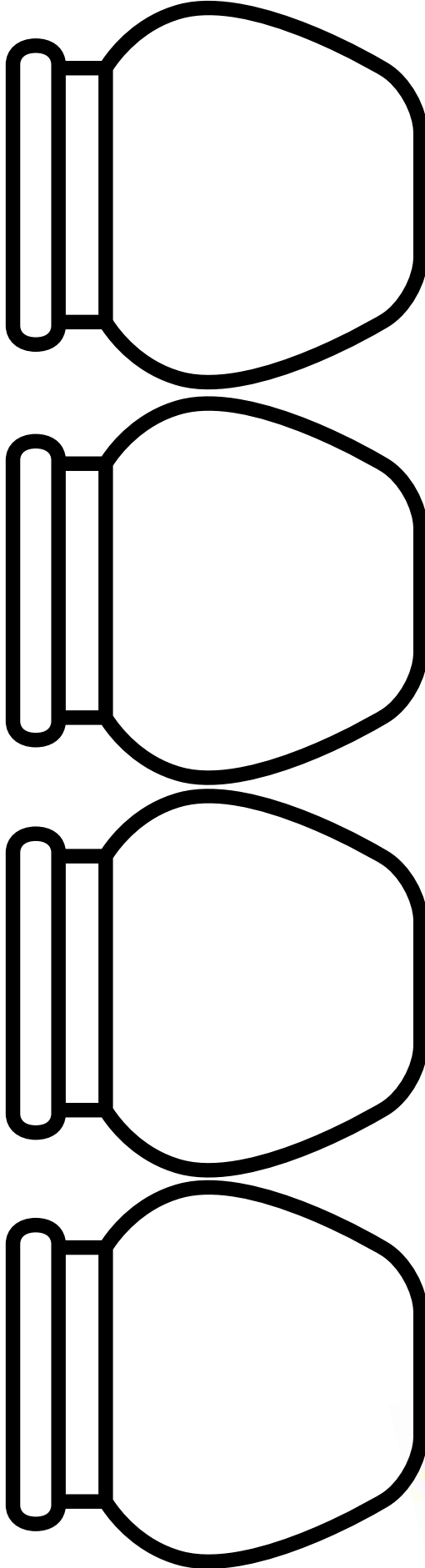


$$\div 3$$



DIVISION MAT

EQUAL GROUPS

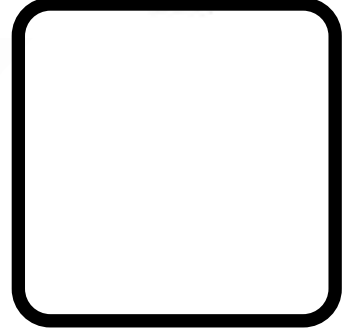
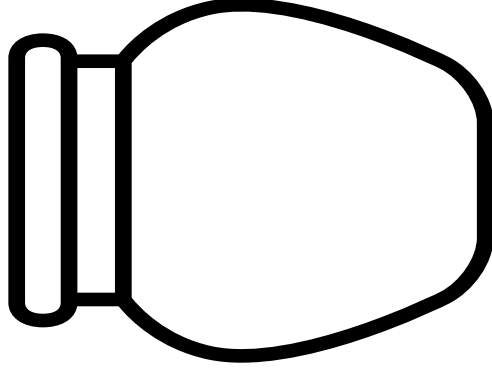
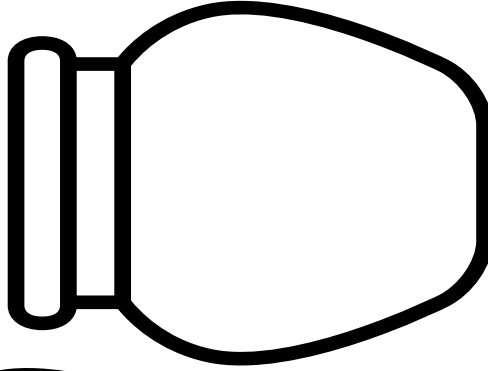
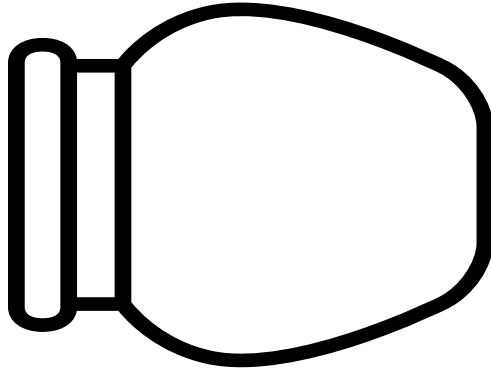
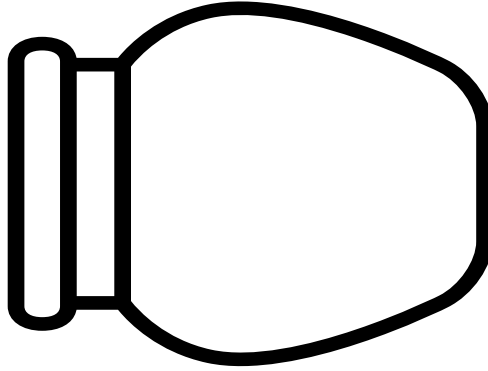
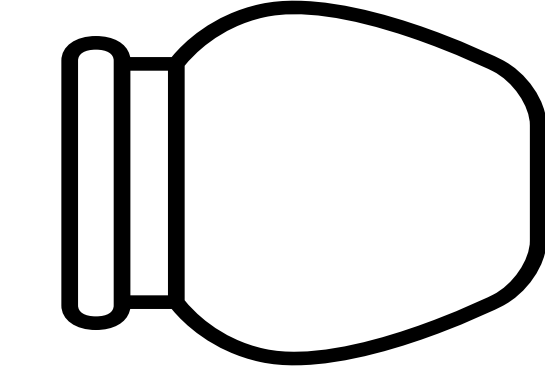


$$\div 4$$

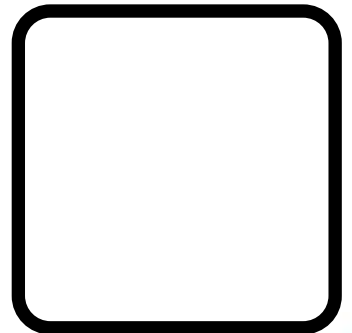


DIVISION MAT

EQUAL GROUPS



$$\div 5$$



DIVISION TEMPLATE

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \div \bigcirc = \bigcirc$$

DICE TEMPLATE

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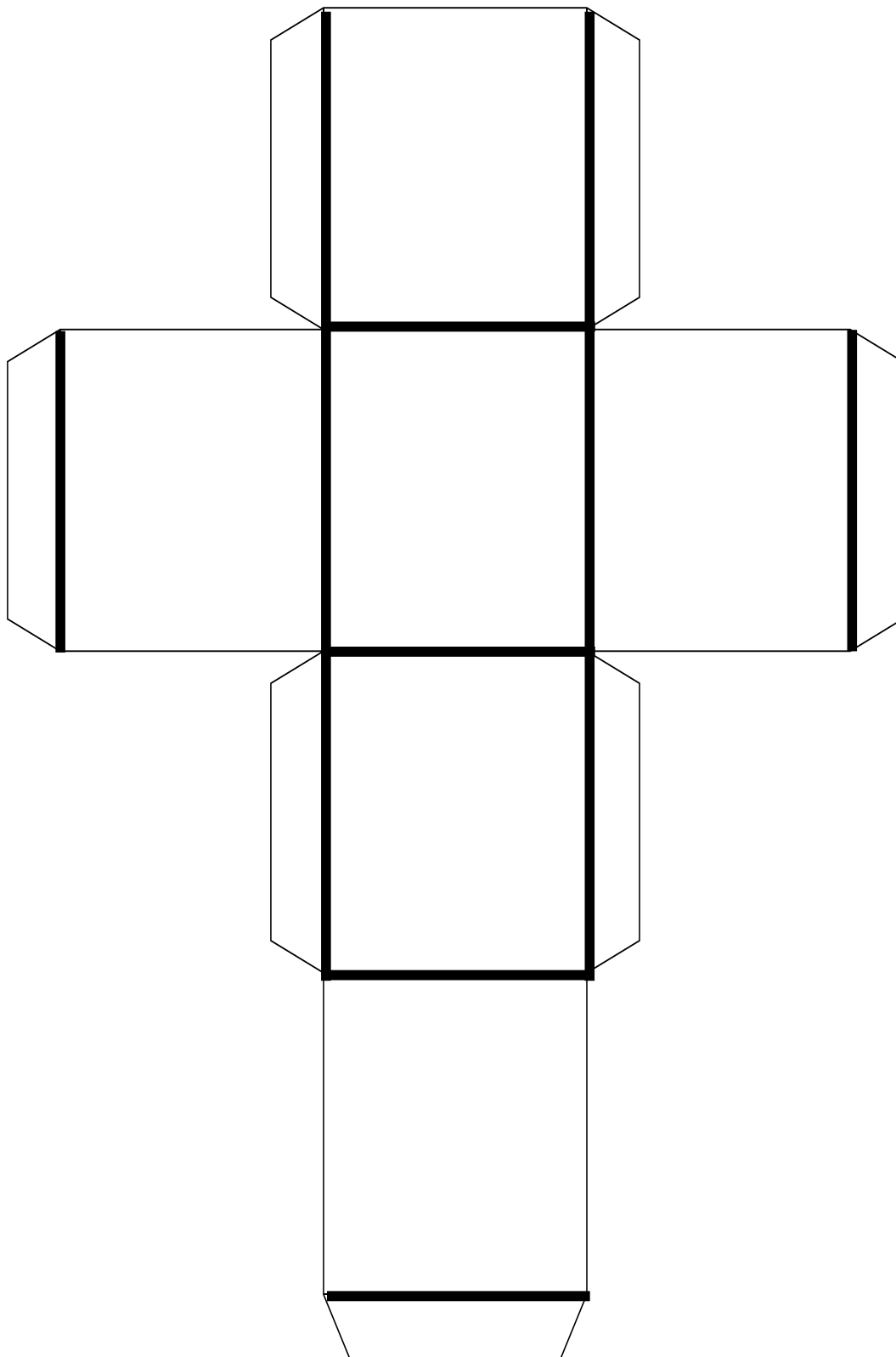
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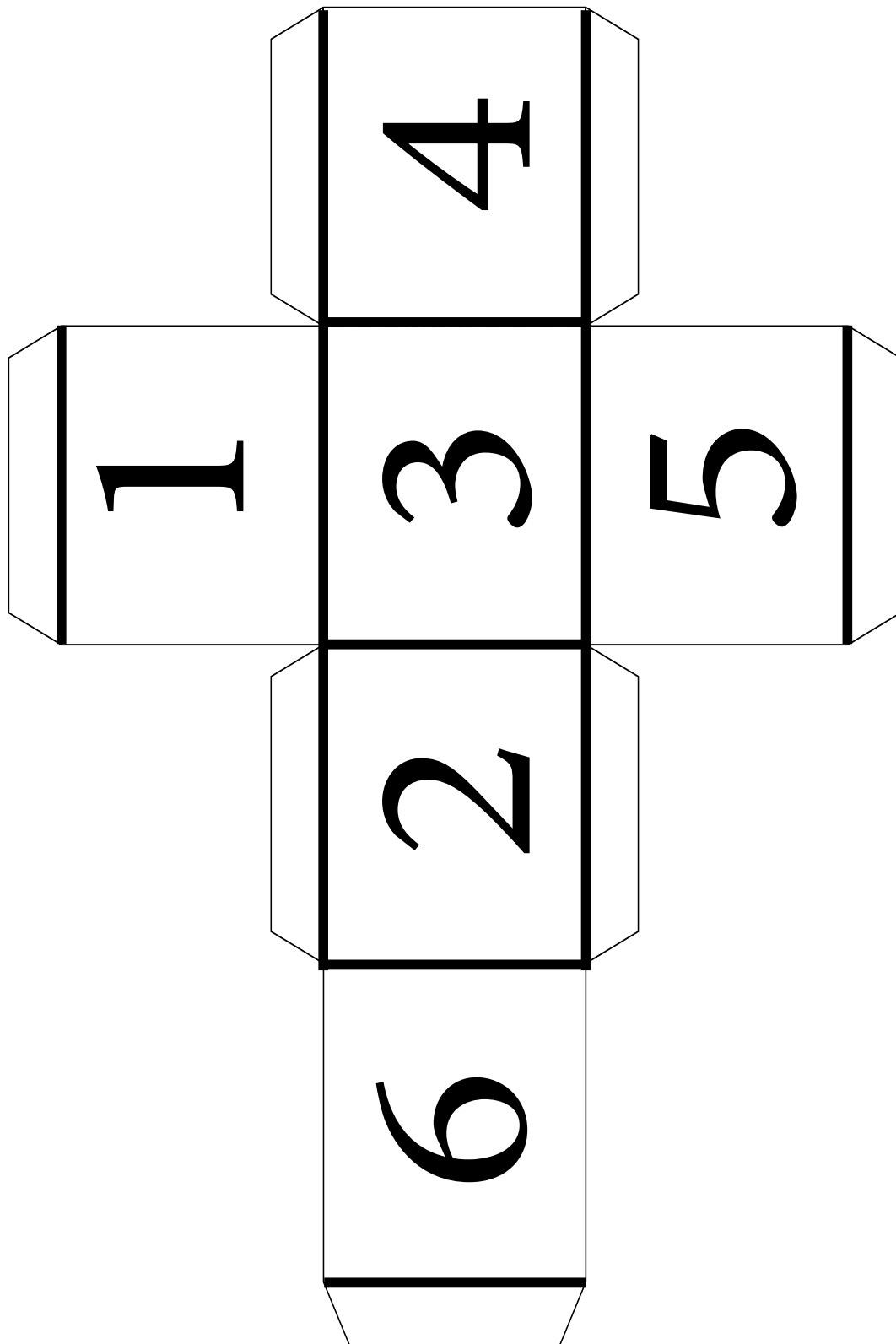
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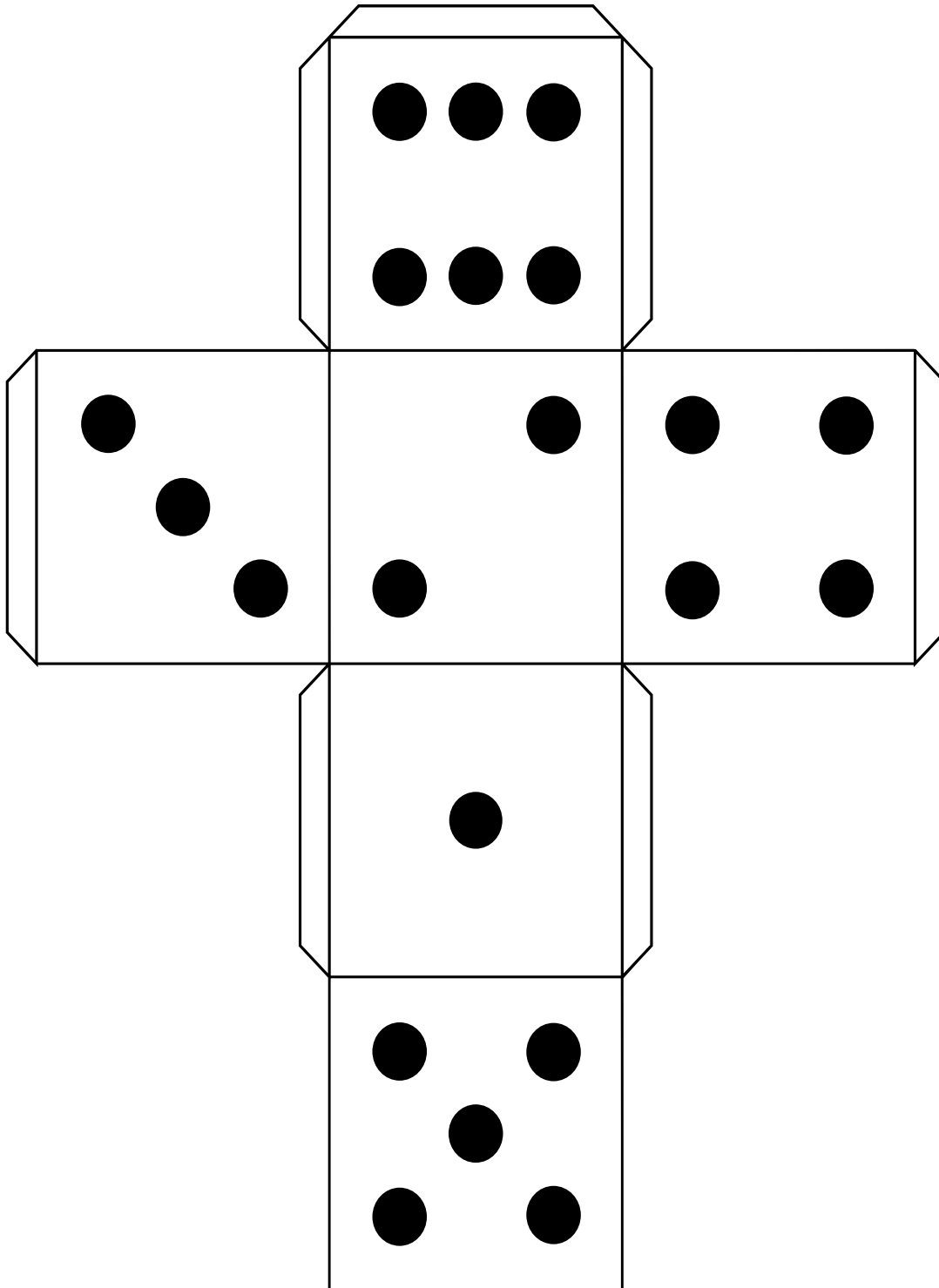
DICE TEMPLATE



DICE TEMPLATE



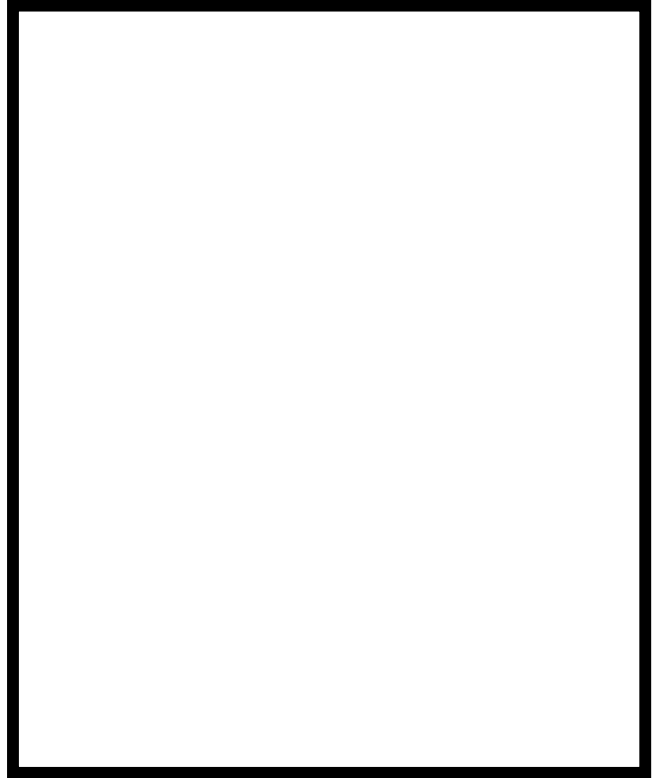
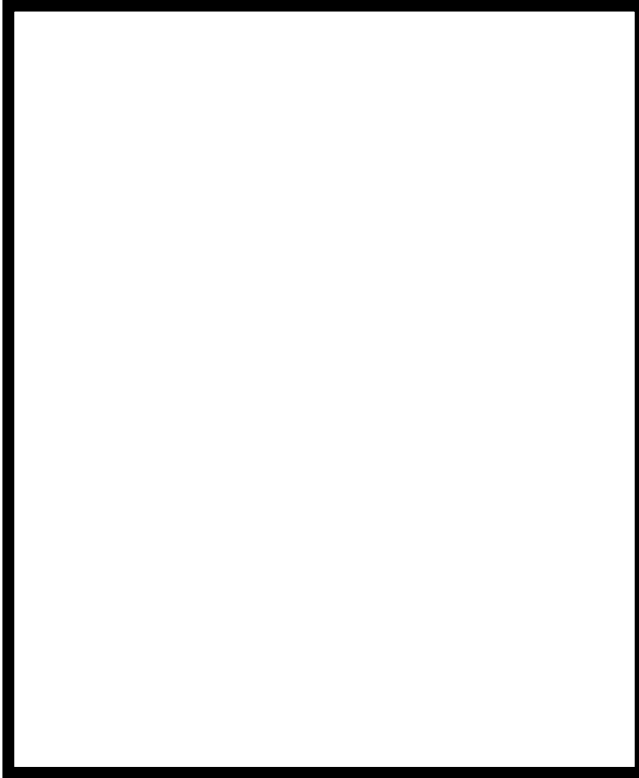
DICE TEMPLATE



FLASHCARD TEMPLATE



FLASHCARD TEMPLATE



_____ ÷ _____ = _____

_____ ÷ _____ = _____

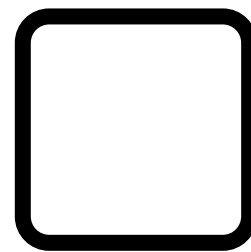
_____ ÷ _____ = _____

_____ ÷ _____ = _____

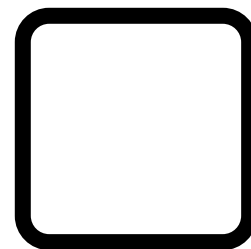
_____ ÷ _____ = _____

_____ ÷ _____ = _____

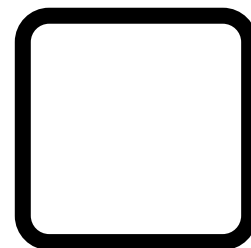
PLAYING CARDS TEMPLATE



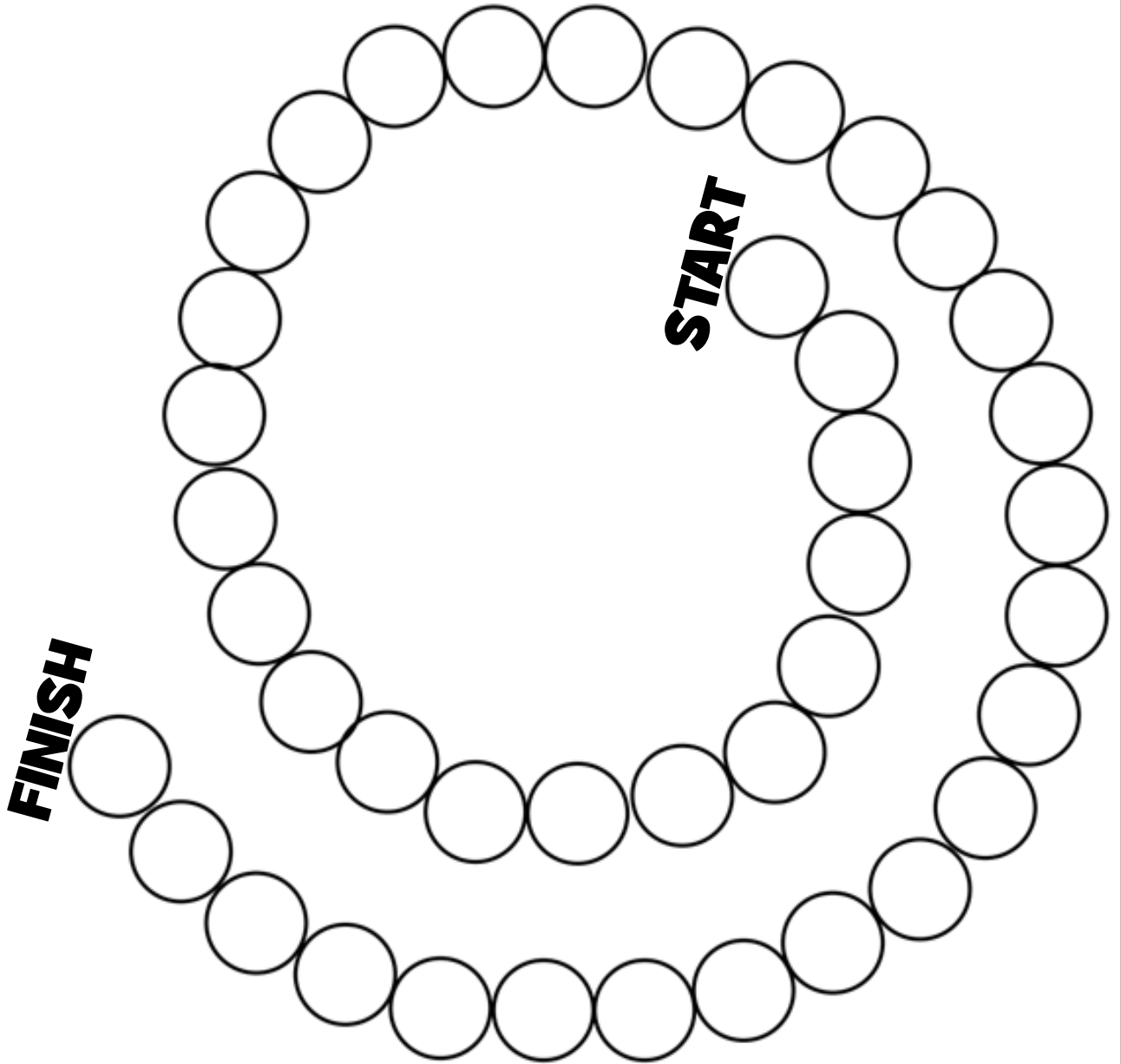
=



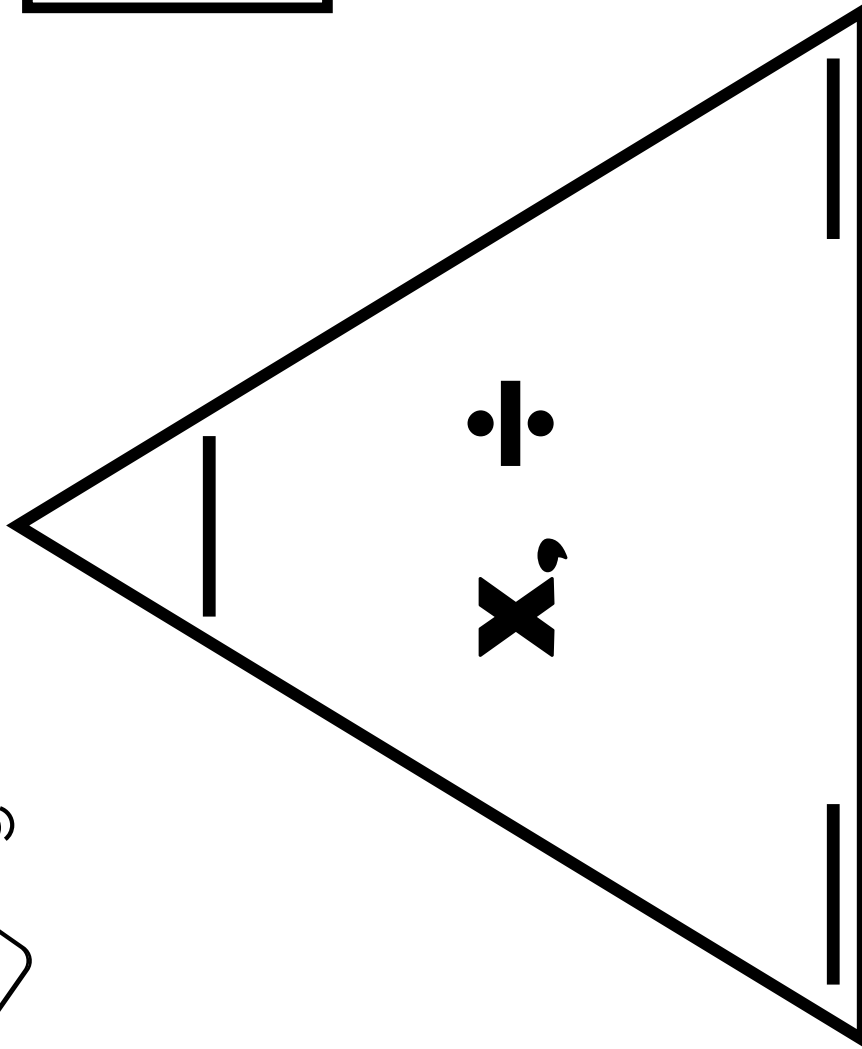
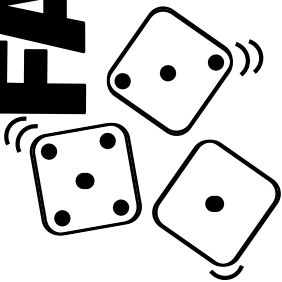
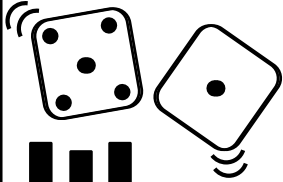
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BOARD GAME TEMPLATE



FACT FAMILY TRIANGLE



_____ , _____
_____ , _____

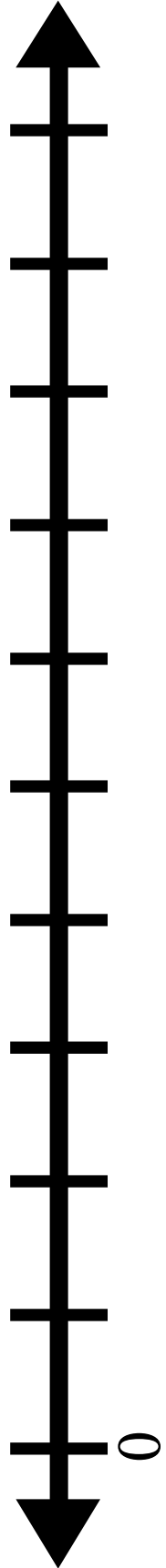
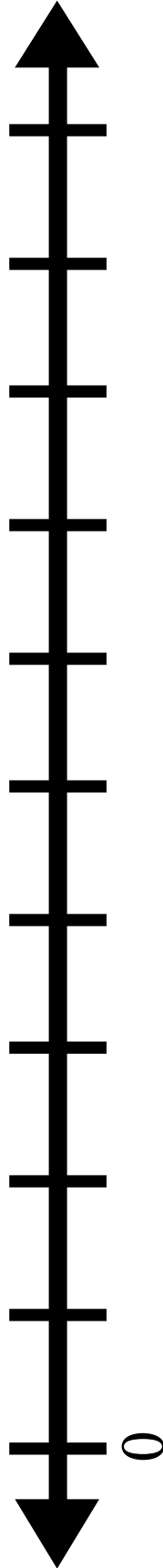
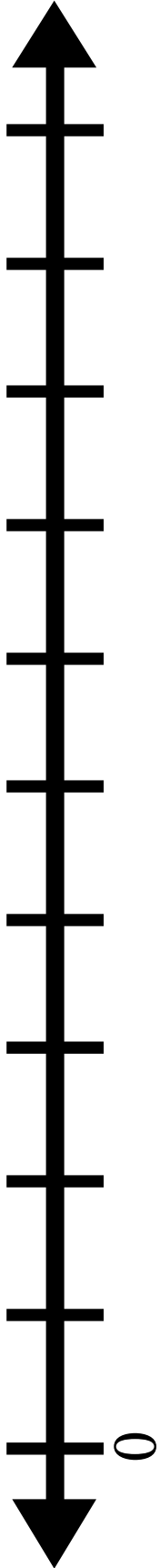
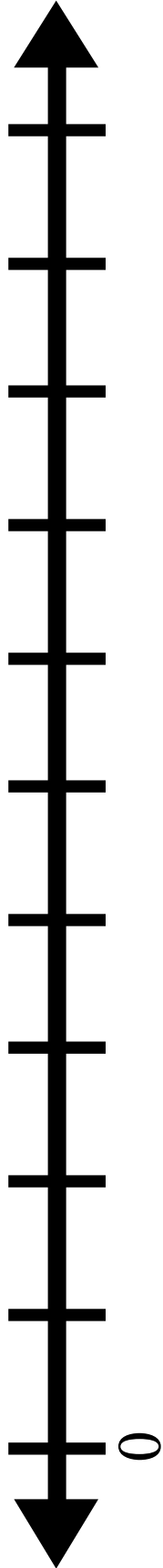
_____ x _____ = _____

_____ x _____ = _____

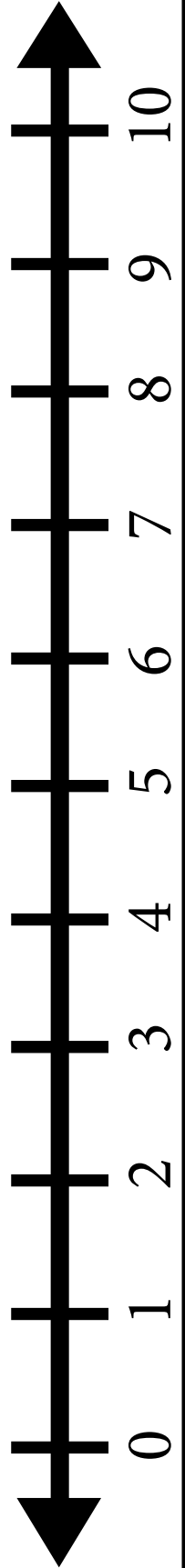
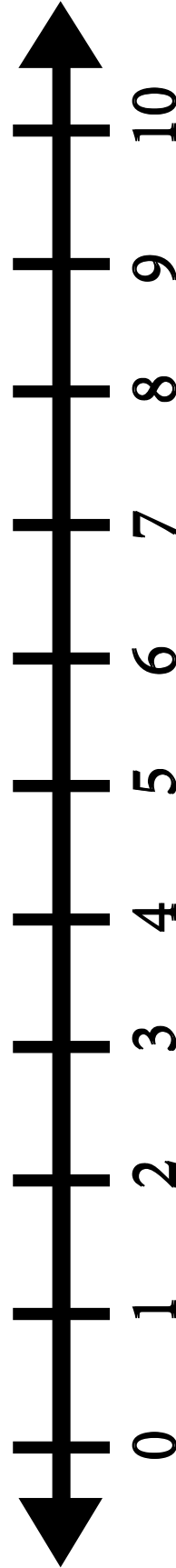
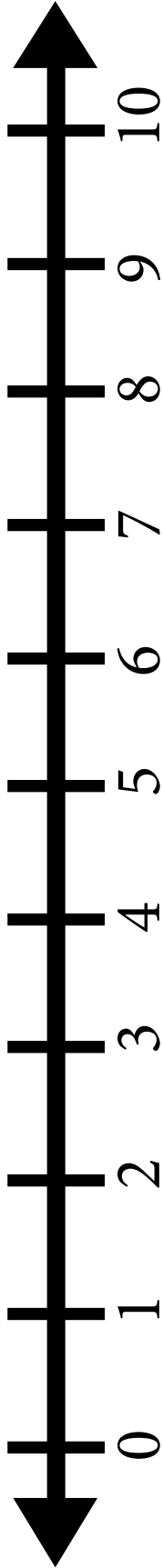
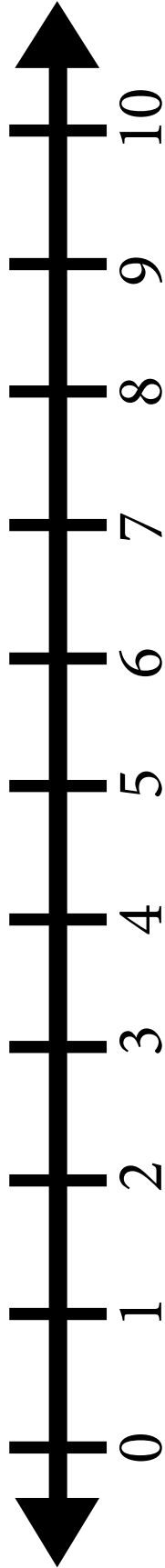
_____ ÷ _____ = _____

_____ ÷ _____ = _____

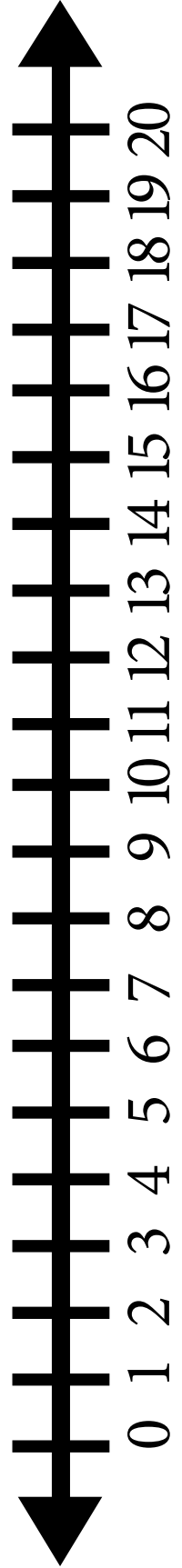
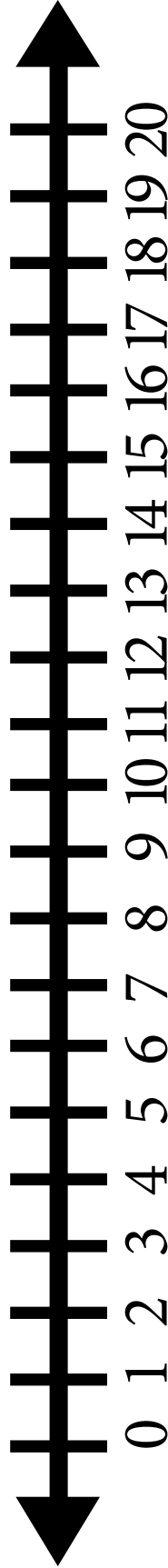
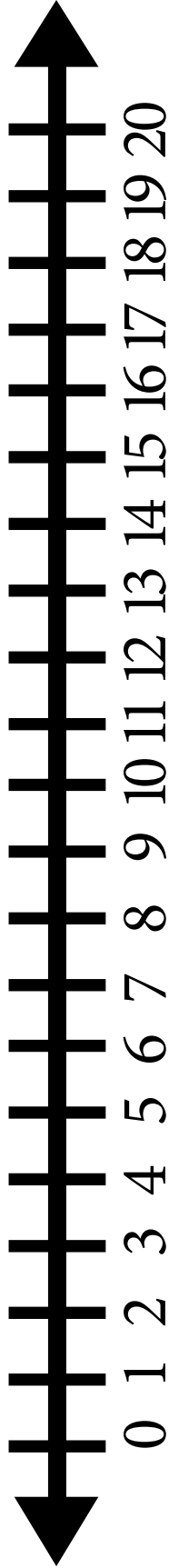
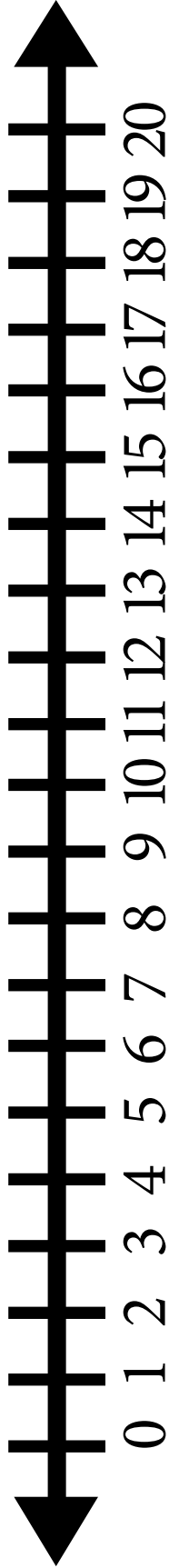
EMPTY NUMBER LINE



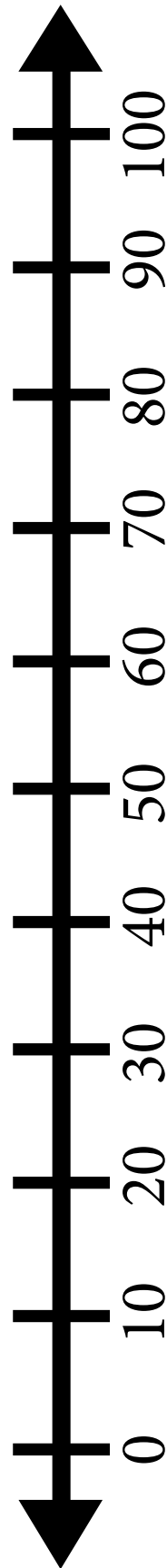
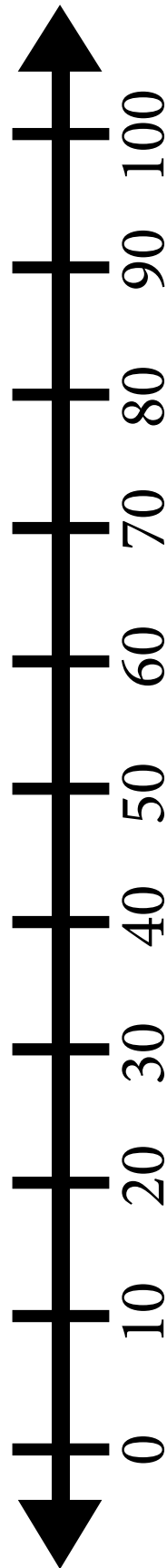
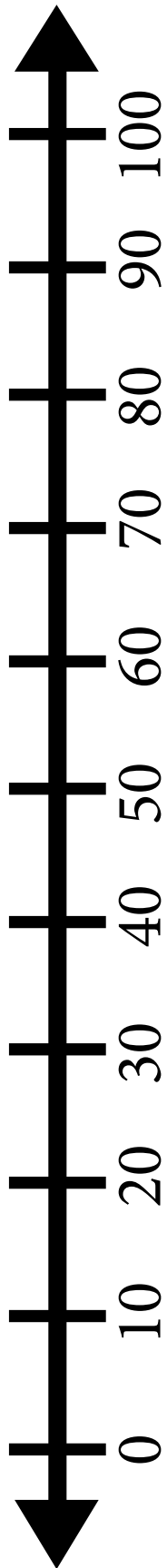
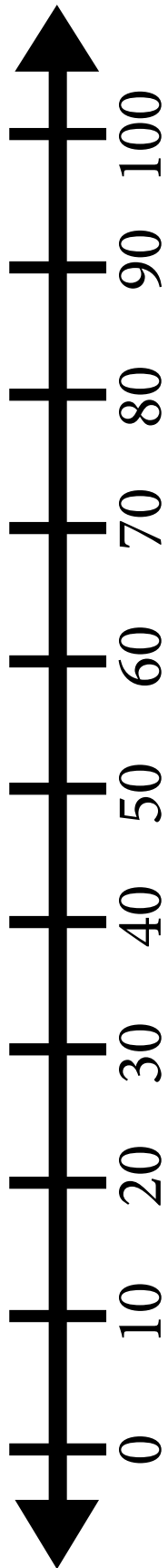
NUMBER LINE TO 10



NUMBER LINE TO 20



NUMBER LINE TO 100



HUNDRED CHART DIVISION

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

$_____ \div _____ = _____$

USING A HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

41

A COLUMN GOES **UP** AND **DOWN**

51

61

IT GOES BY **10s**

71

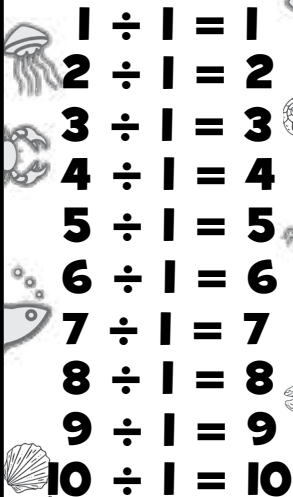
A ROW GOES **LEFT** AND **RIGHT**

34 35 36 37

IT GOES BY **1s**

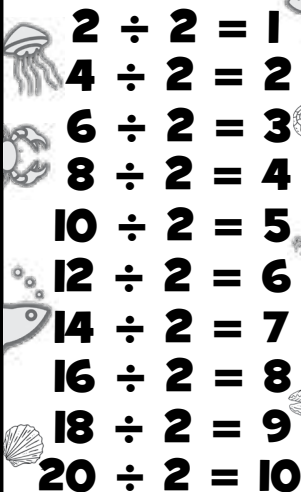
DIVISION TABLES

DIVIDING BY 1



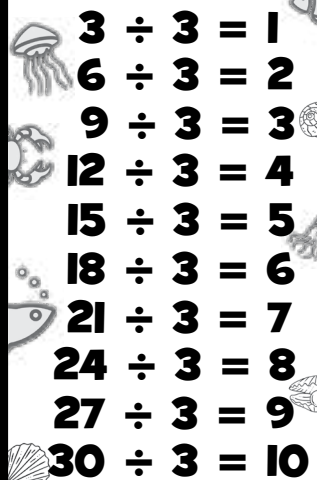
$1 \div 1 = 1$
 $2 \div 1 = 2$
 $3 \div 1 = 3$
 $4 \div 1 = 4$
 $5 \div 1 = 5$
 $6 \div 1 = 6$
 $7 \div 1 = 7$
 $8 \div 1 = 8$
 $9 \div 1 = 9$
 $10 \div 1 = 10$

DIVIDING BY 2



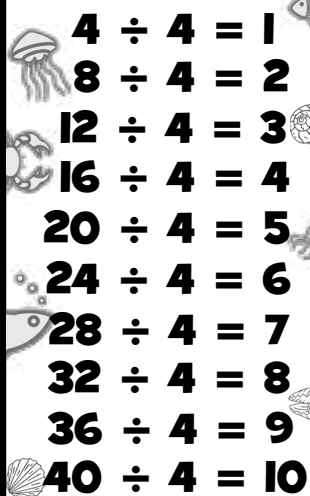
$2 \div 2 = 1$
 $4 \div 2 = 2$
 $6 \div 2 = 3$
 $8 \div 2 = 4$
 $10 \div 2 = 5$
 $12 \div 2 = 6$
 $14 \div 2 = 7$
 $16 \div 2 = 8$
 $18 \div 2 = 9$
 $20 \div 2 = 10$

DIVIDING BY 3



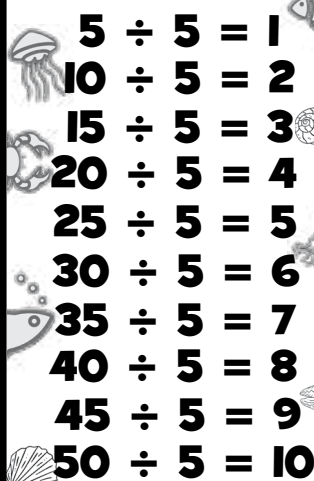
$3 \div 3 = 1$
 $6 \div 3 = 2$
 $9 \div 3 = 3$
 $12 \div 3 = 4$
 $15 \div 3 = 5$
 $18 \div 3 = 6$
 $21 \div 3 = 7$
 $24 \div 3 = 8$
 $27 \div 3 = 9$
 $30 \div 3 = 10$

DIVIDING BY 4



$4 \div 4 = 1$
 $8 \div 4 = 2$
 $12 \div 4 = 3$
 $16 \div 4 = 4$
 $20 \div 4 = 5$
 $24 \div 4 = 6$
 $28 \div 4 = 7$
 $32 \div 4 = 8$
 $36 \div 4 = 9$
 $40 \div 4 = 10$

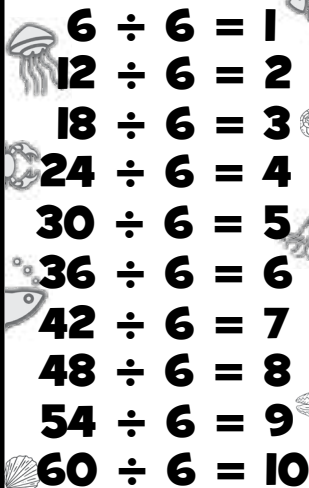
DIVIDING BY 5



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

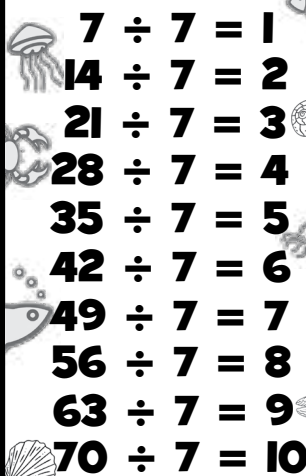
DIVISION TABLES

DIVIDING BY 6



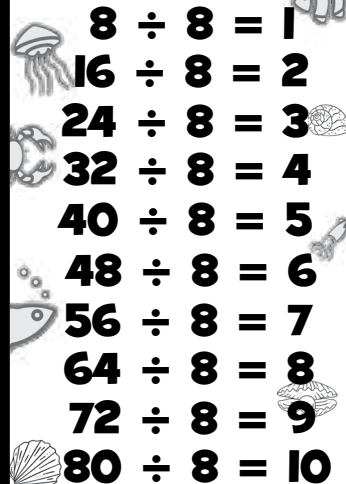
$6 \div 6 = 1$
 $12 \div 6 = 2$
 $18 \div 6 = 3$
 $24 \div 6 = 4$
 $30 \div 6 = 5$
 $36 \div 6 = 6$
 $42 \div 6 = 7$
 $48 \div 6 = 8$
 $54 \div 6 = 9$
 $60 \div 6 = 10$

DIVIDING BY 7



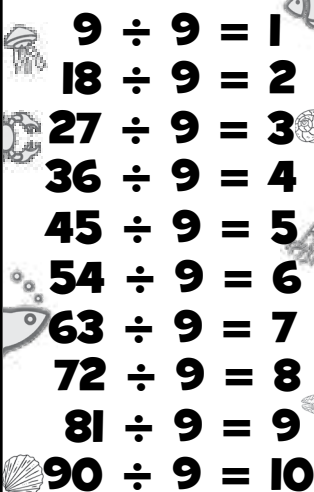
$7 \div 7 = 1$
 $14 \div 7 = 2$
 $21 \div 7 = 3$
 $28 \div 7 = 4$
 $35 \div 7 = 5$
 $42 \div 7 = 6$
 $49 \div 7 = 7$
 $56 \div 7 = 8$
 $63 \div 7 = 9$
 $70 \div 7 = 10$

DIVIDING BY 8



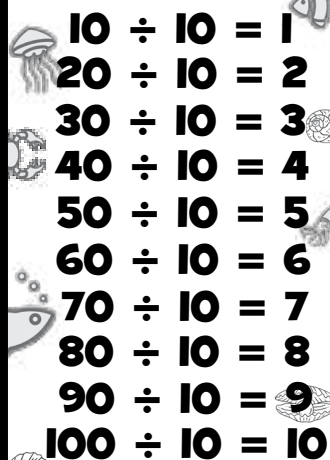
$8 \div 8 = 1$
 $16 \div 8 = 2$
 $24 \div 8 = 3$
 $32 \div 8 = 4$
 $40 \div 8 = 5$
 $48 \div 8 = 6$
 $56 \div 8 = 7$
 $64 \div 8 = 8$
 $72 \div 8 = 9$
 $80 \div 8 = 10$

DIVIDING BY 9



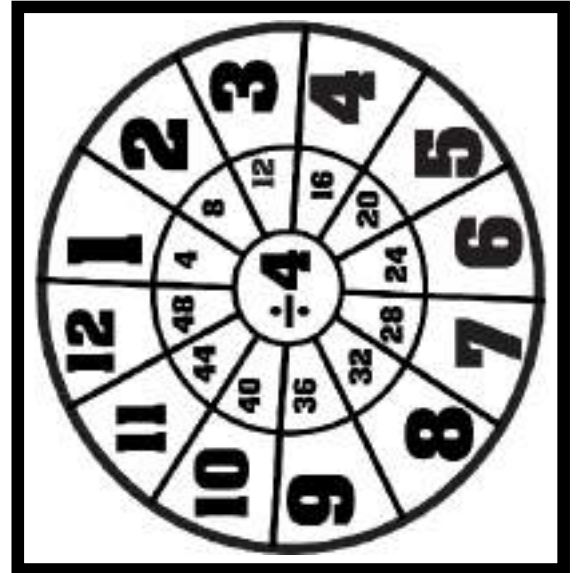
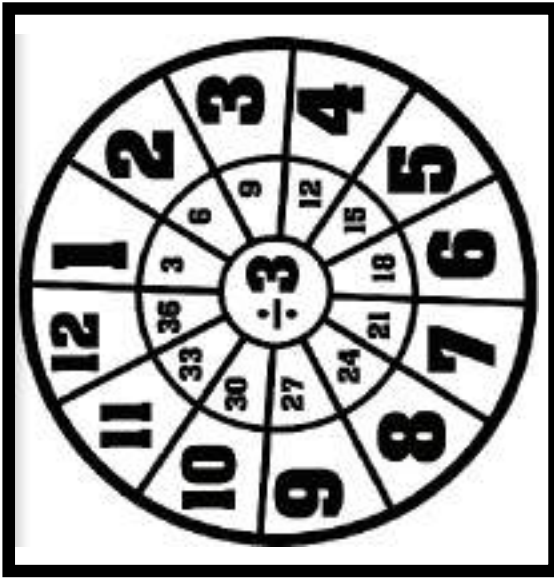
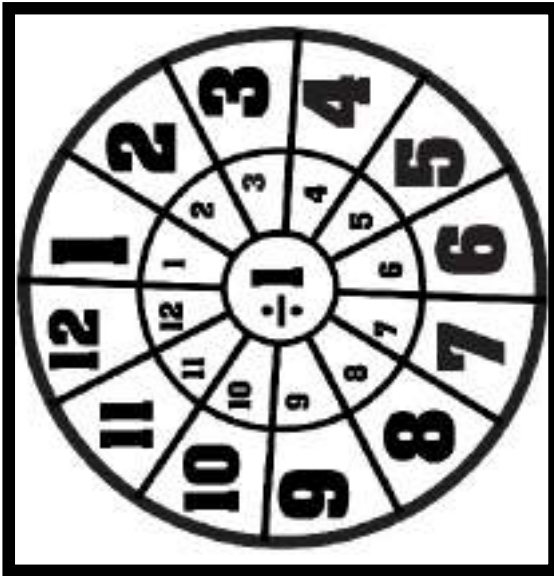
$9 \div 9 = 1$
 $18 \div 9 = 2$
 $27 \div 9 = 3$
 $36 \div 9 = 4$
 $45 \div 9 = 5$
 $54 \div 9 = 6$
 $63 \div 9 = 7$
 $72 \div 9 = 8$
 $81 \div 9 = 9$
 $90 \div 9 = 10$

DIVIDING BY 10

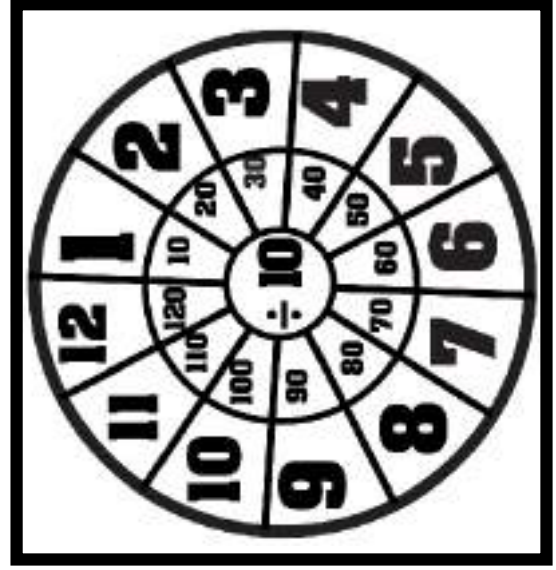
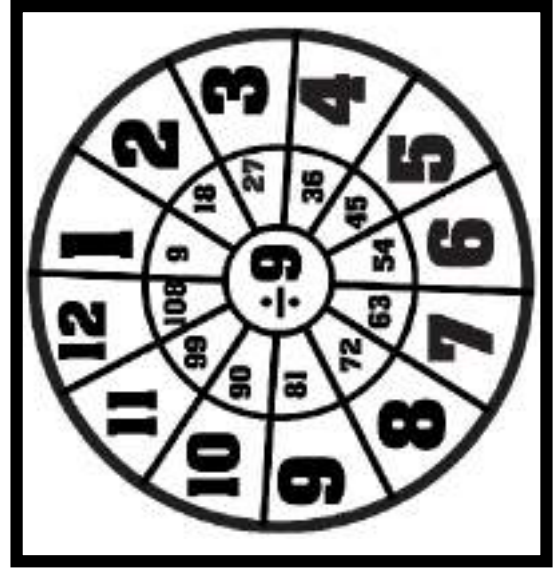
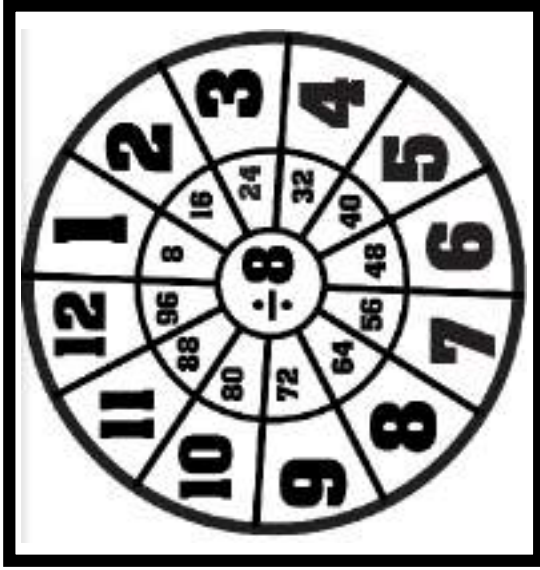
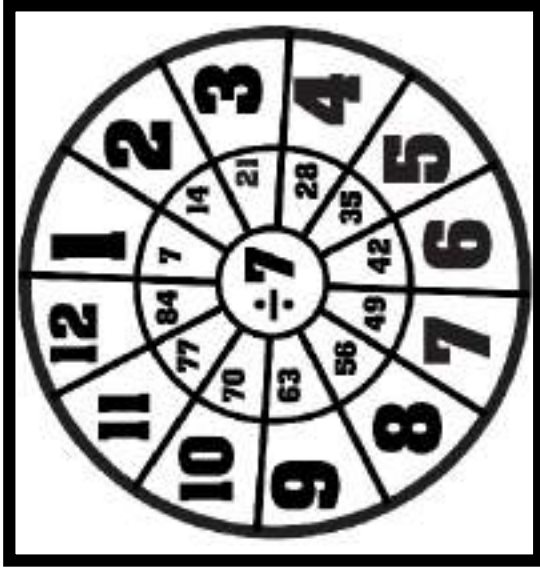


$10 \div 10 = 1$
 $20 \div 10 = 2$
 $30 \div 10 = 3$
 $40 \div 10 = 4$
 $50 \div 10 = 5$
 $60 \div 10 = 6$
 $70 \div 10 = 7$
 $80 \div 10 = 8$
 $90 \div 10 = 9$
 $100 \div 10 = 10$

DIVISION WHEELS



DIVISION WHEELS



DIVISION CHART

	÷1	÷2	÷3	÷4	÷5	÷6	÷7	÷8	÷9	÷10	÷11	÷12
=1	1	2	3	4	5	6	7	8	9	10	11	12
=2	2	4	6	8	10	12	14	16	18	20	22	24
=3	3	6	9	12	15	18	21	24	27	30	33	36
=4	4	8	12	16	20	24	28	32	36	40	44	48
=5	5	10	15	20	25	30	35	40	45	50	55	60
=6	6	12	18	24	30	36	42	48	54	60	66	72
=7	7	14	21	28	35	42	49	56	63	70	77	84
=8	8	16	24	32	40	48	56	64	72	80	88	96
=9	9	18	27	36	45	54	63	72	81	90	99	108
=10	10	20	30	40	50	60	70	80	90	100	110	120
=11	11	22	33	44	55	66	77	88	99	110	121	132
=12	12	24	36	48	60	72	84	96	108	120	132	144

Example:

$$9 \div 3 = 3$$

and

$$80 \div 10 = 8$$

Multiples of 2

2 4 6 8 10 12 14 16 18 20 22 24

Gigglesook 2021

Multiples of 3

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

Gigglesook 2021

Multiples of 4

4 8 12 16 20 24 28 32 36 40 44 48

Gigglesook 2021

Multiples of 5

5 10 15 20 25 30 35 40 45 50 55 60

Gigglesook 2021

Multiples of 6

6 12 18 24 30 36 42 48 54 60 66 72

Gigglesook 2021

Multiples of 7

7 14 21 28 35 42 49 56 63 70 77 84

Gigglesook 2021

Multiples of 8

32 24 16
40 8
48 56 64
96 88 72
80

Gigglesook 2021

Multiples of 9

45 54 63
36 72
27 9 81
18
108 90
99

Gigglesook 2021

Multiples of 10

20 70
10 30 80 120
40
50 90 110
60 100

Gigglesook 2021

Multiples of 11

22 88
11 33 77 99
44 110
55 121
66 132

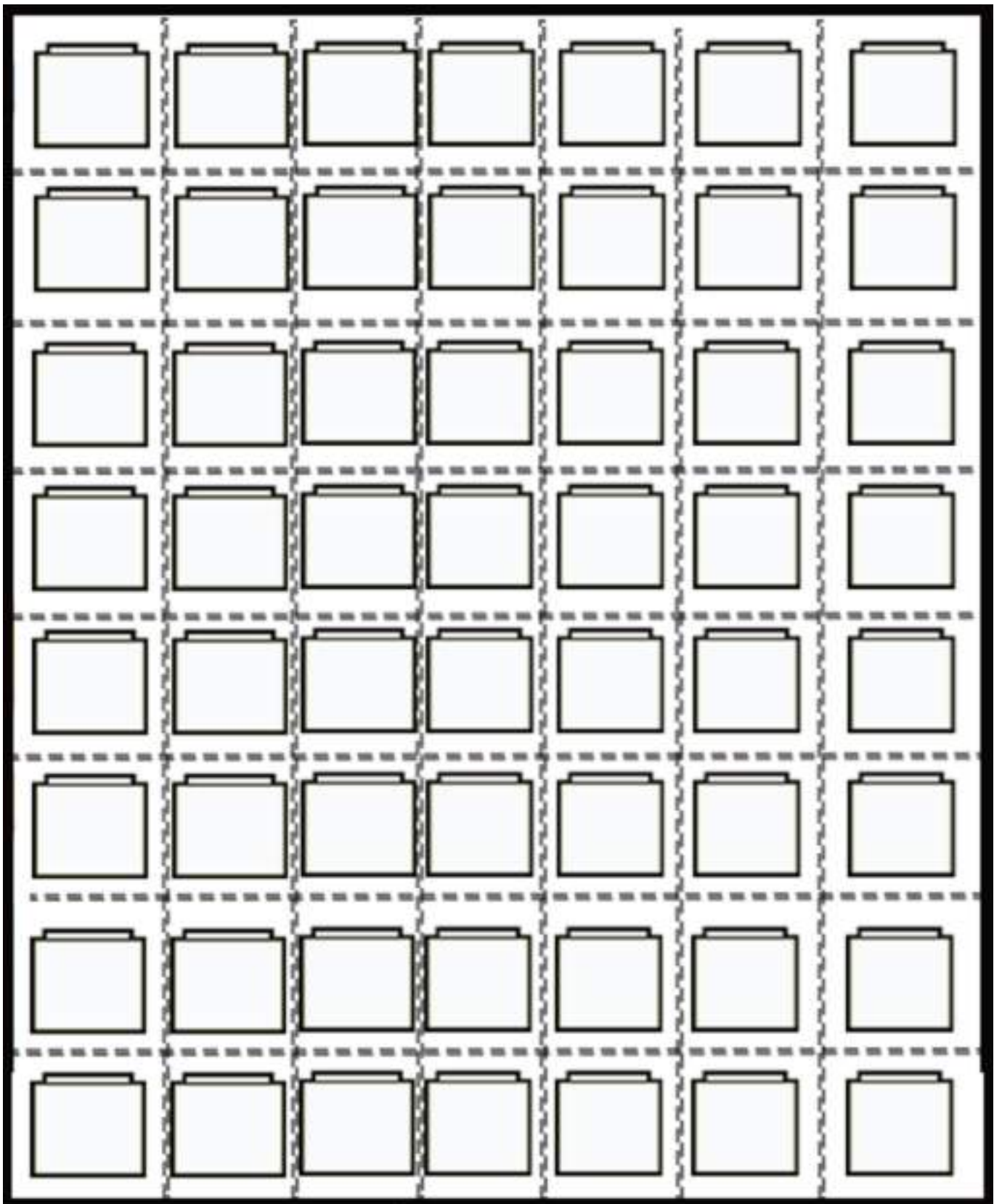
Gigglesook 2021

Multiples of 12

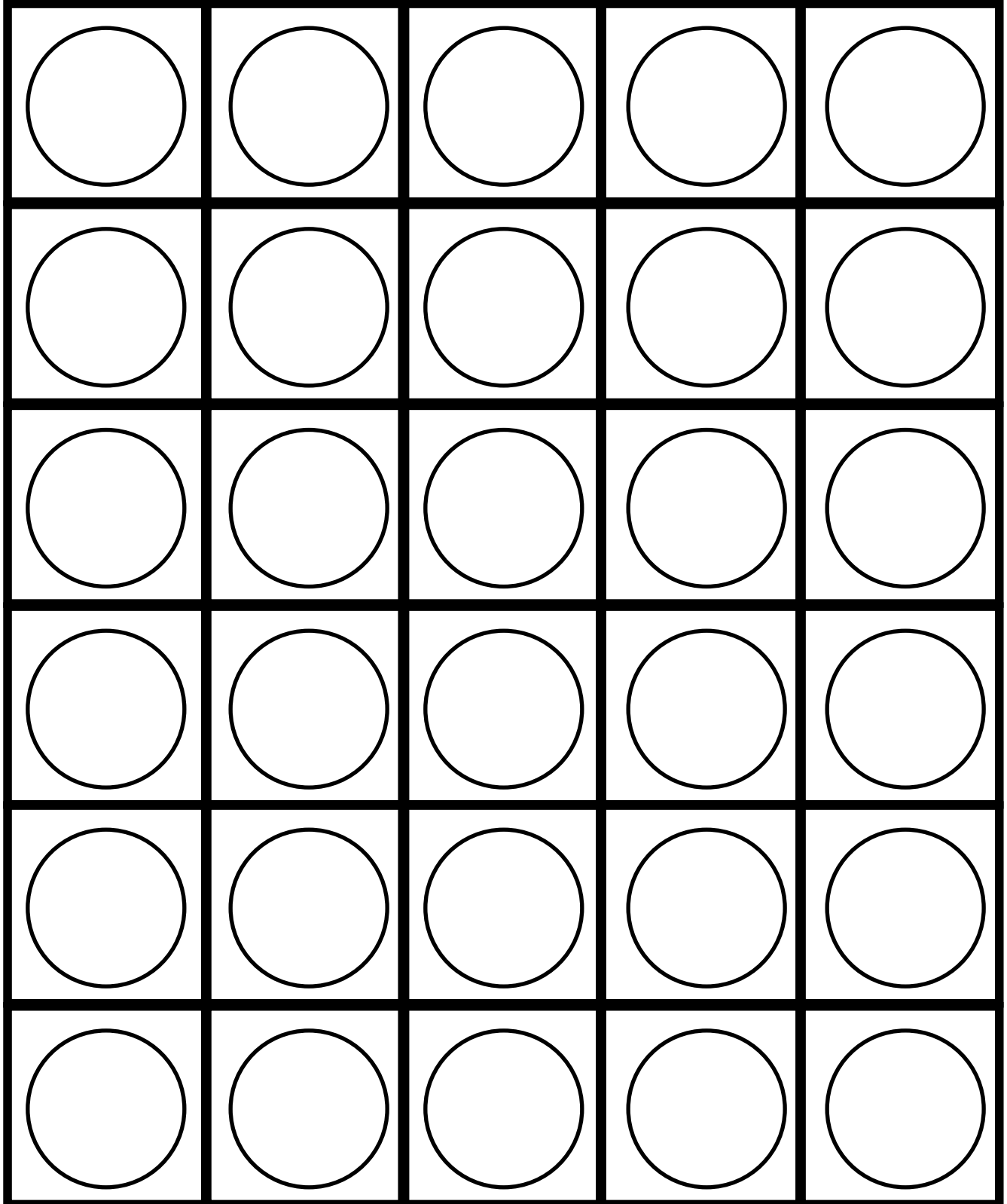
24 96
12 36 84 108
48
60 120
72 132 144

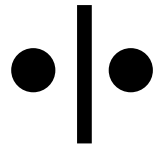
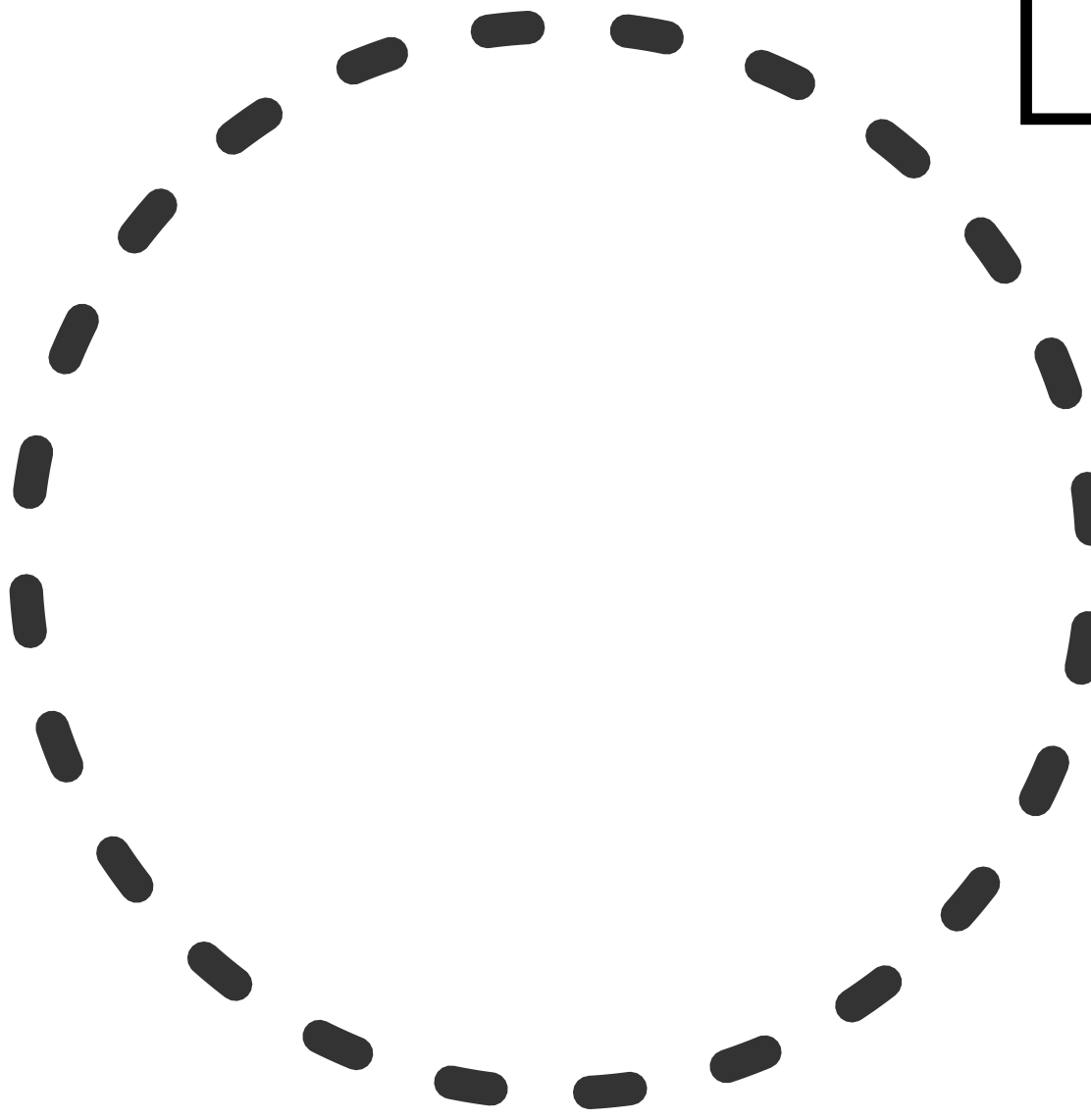
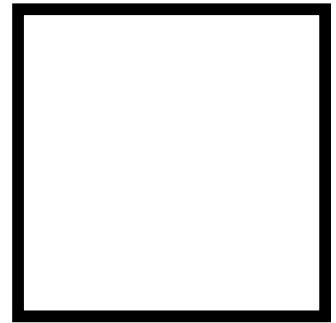
Gigglesook 2021

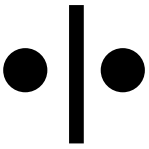
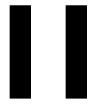
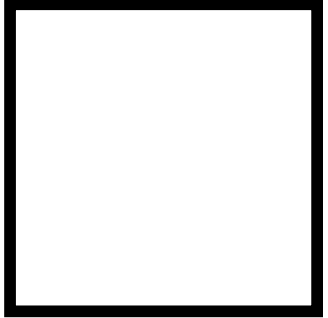
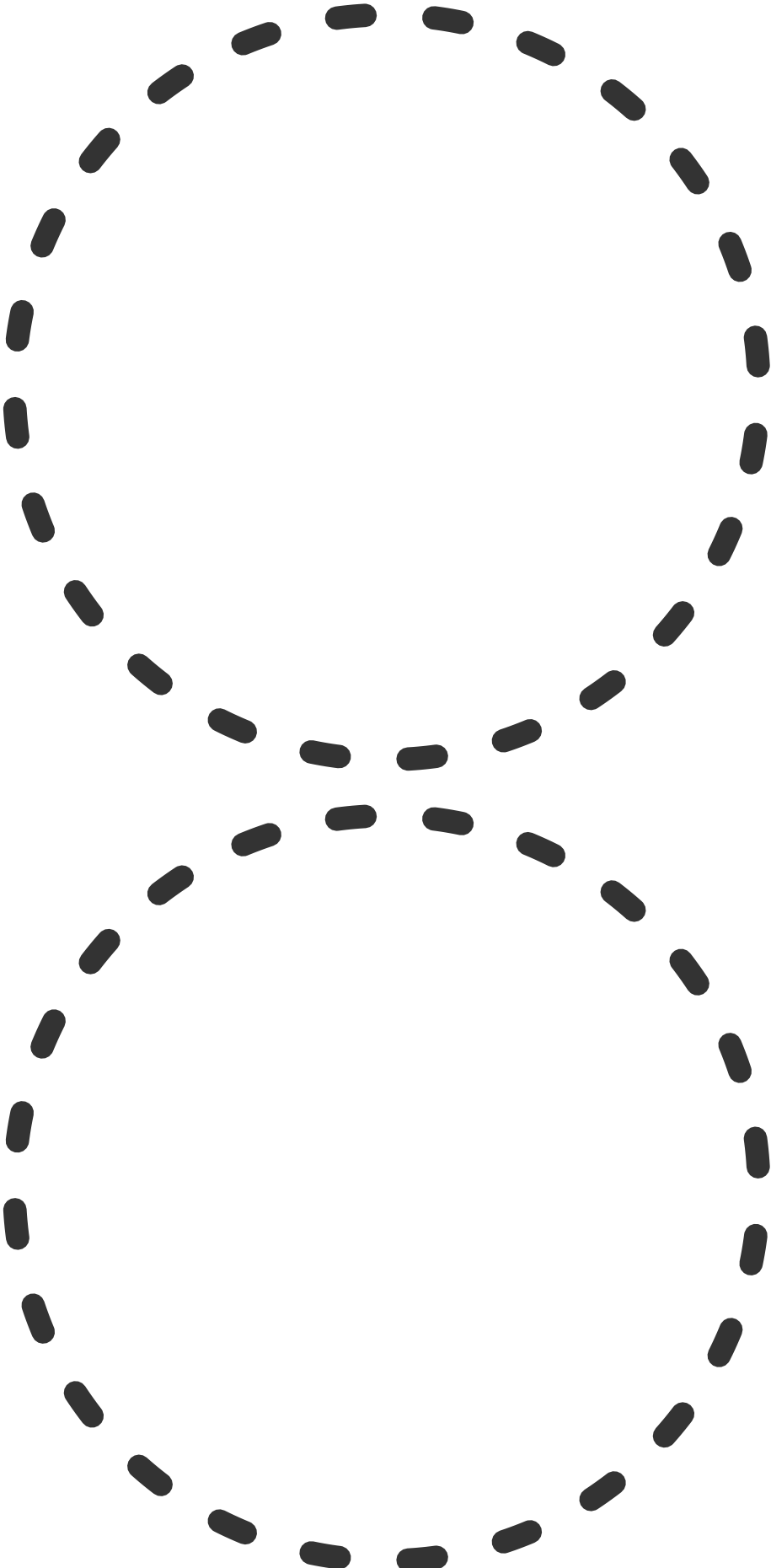
CUBE COUNTERS

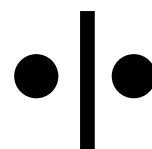
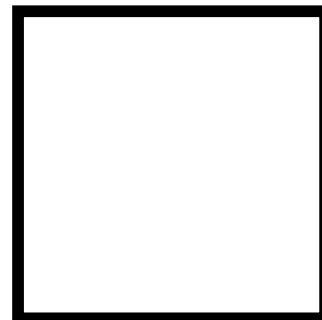
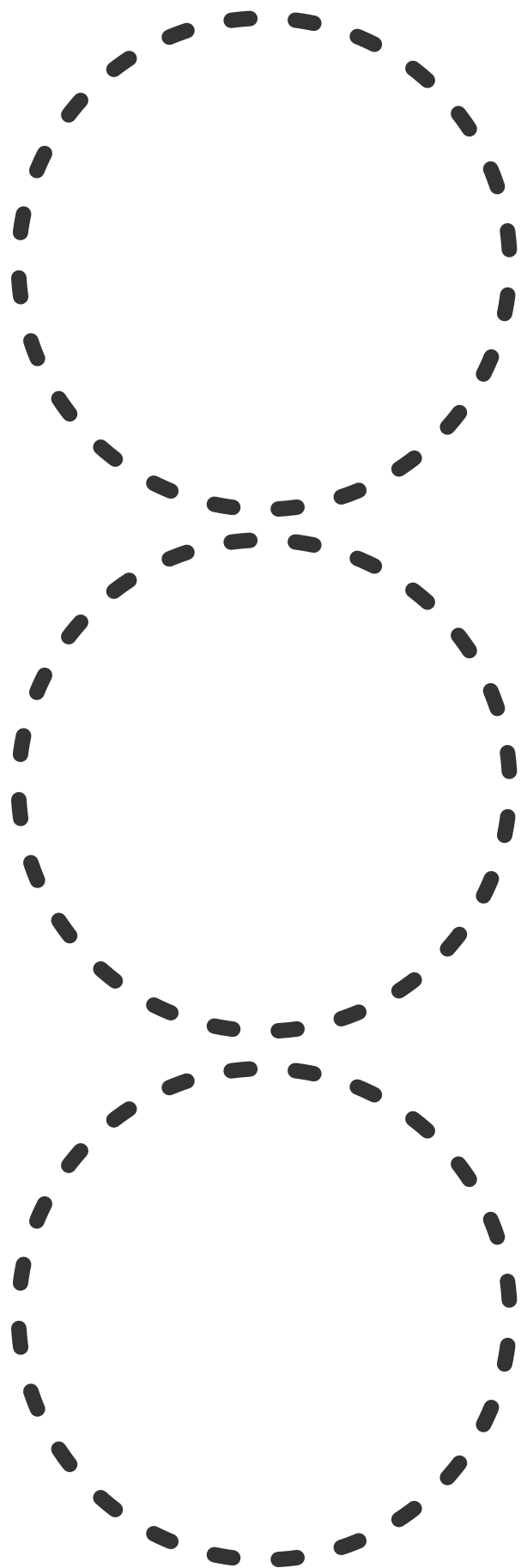


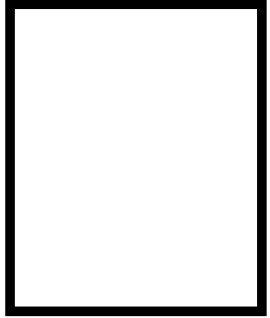
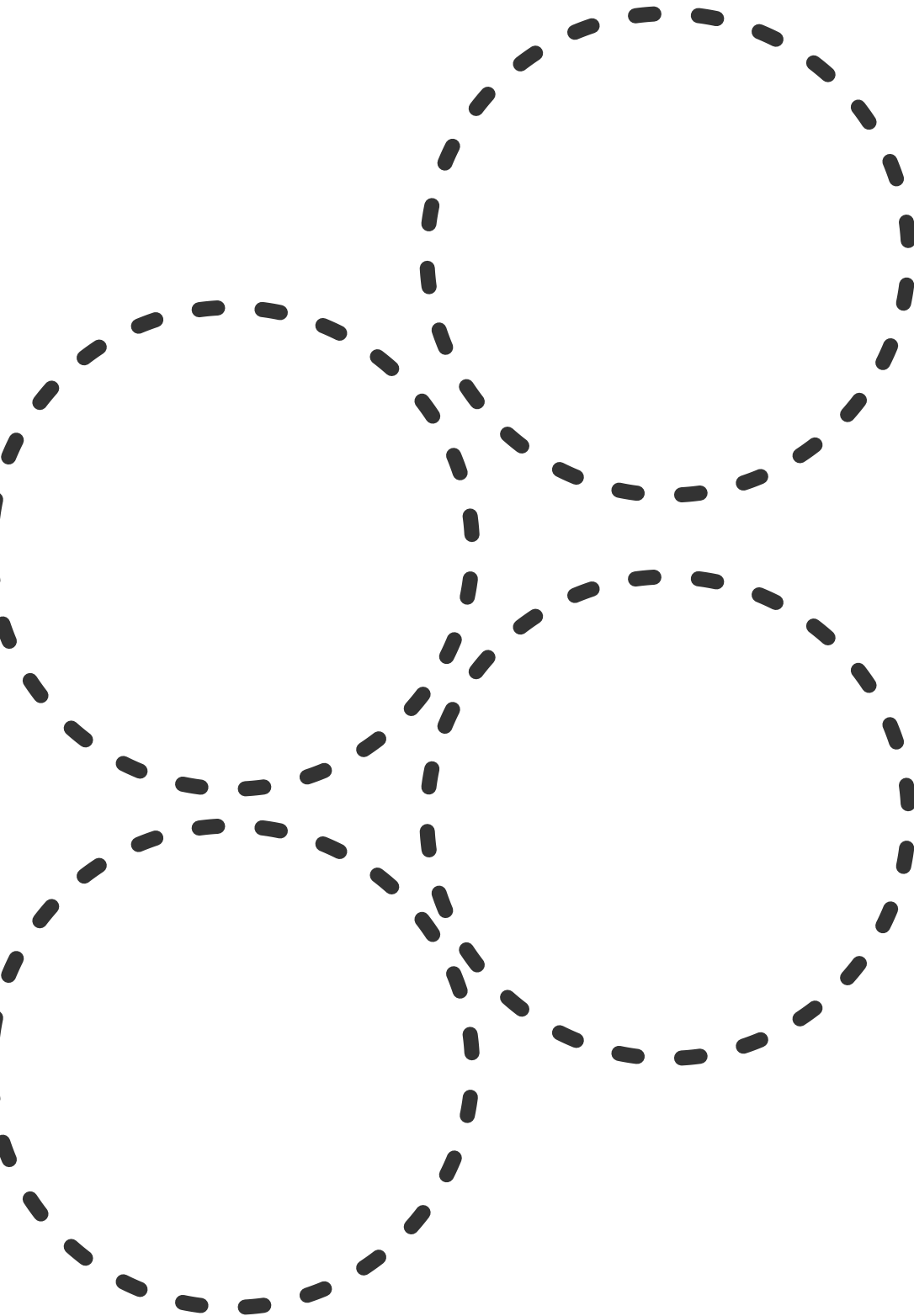
CIRCLE COUNTERS









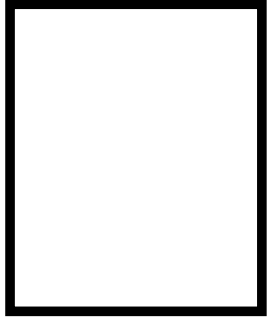
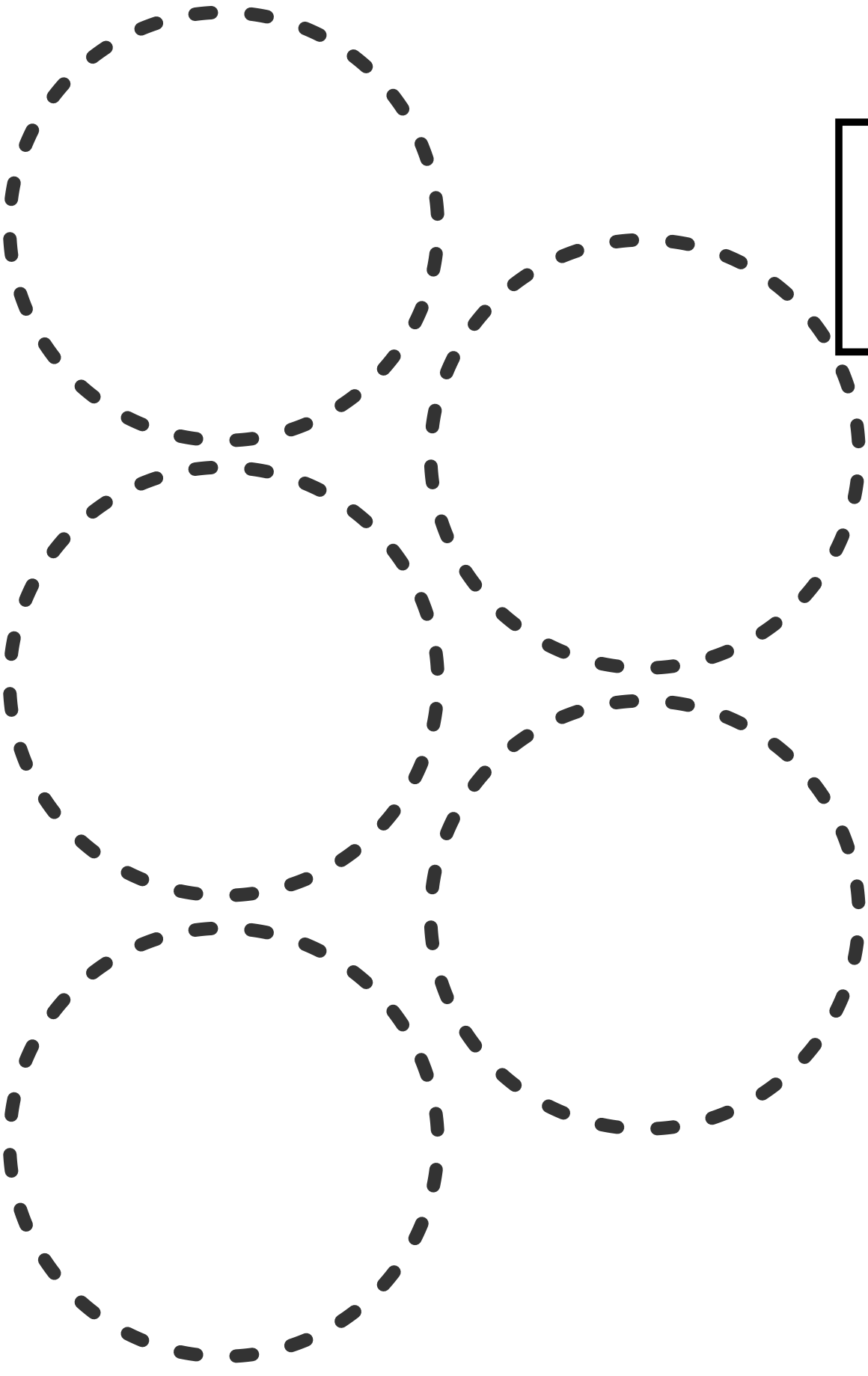


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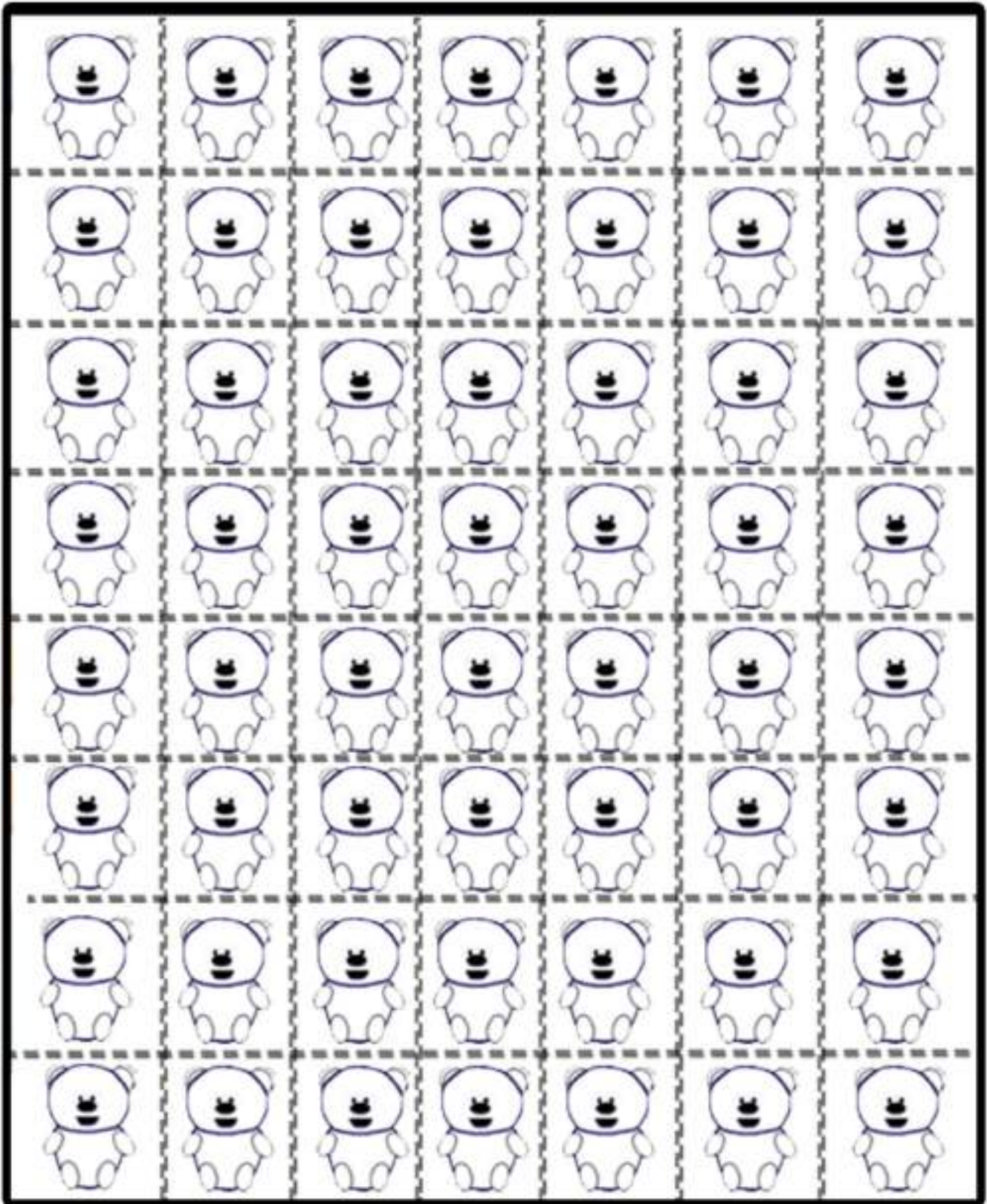
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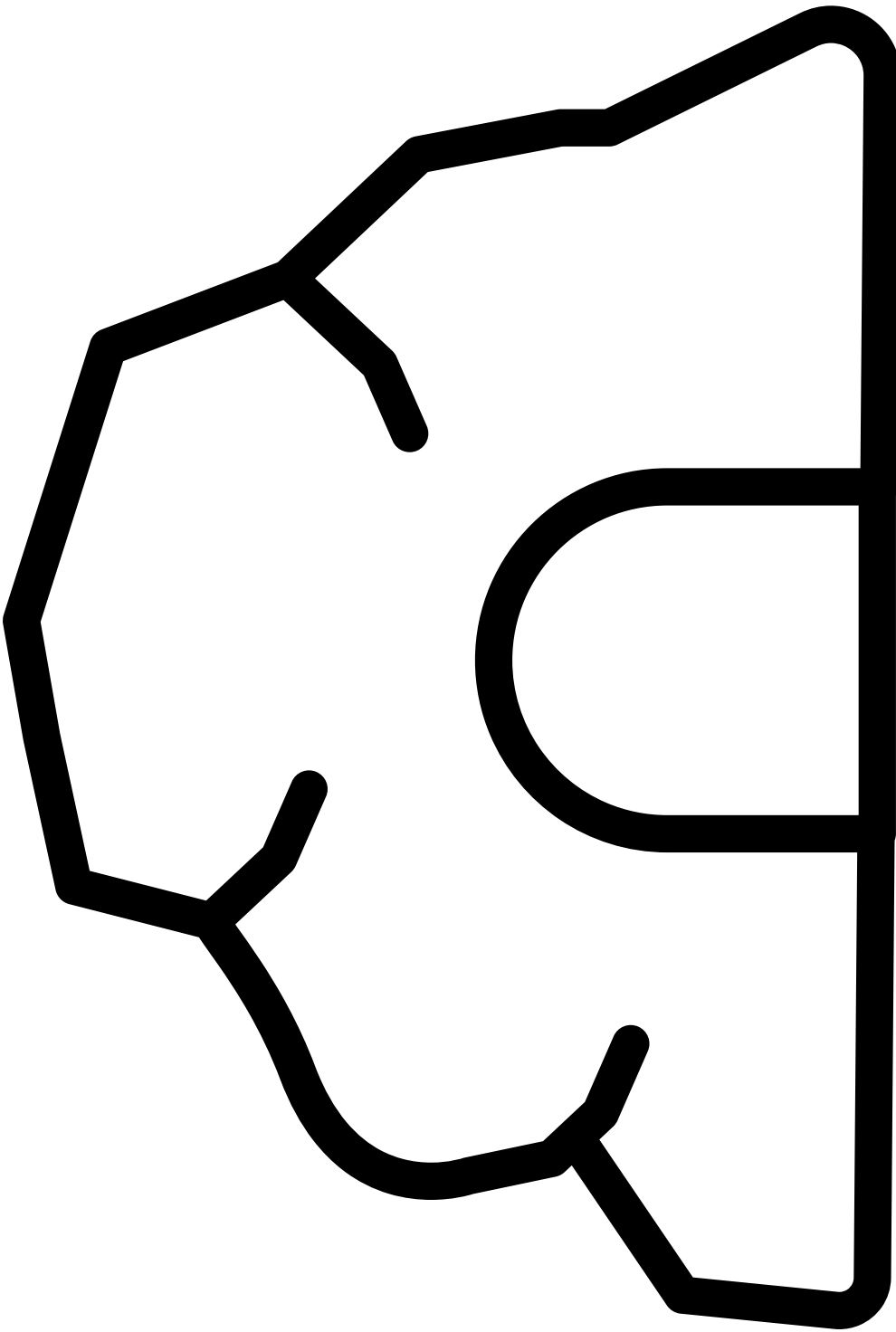
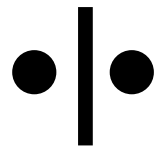
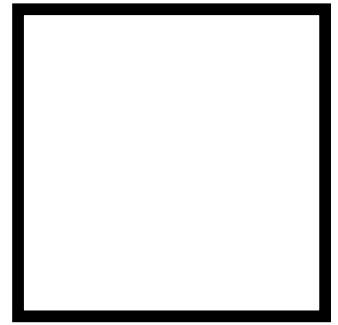
5

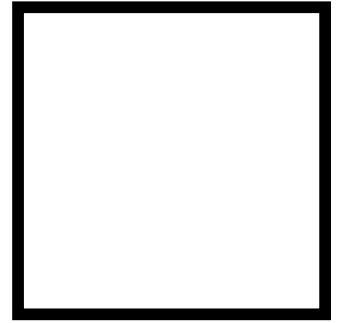
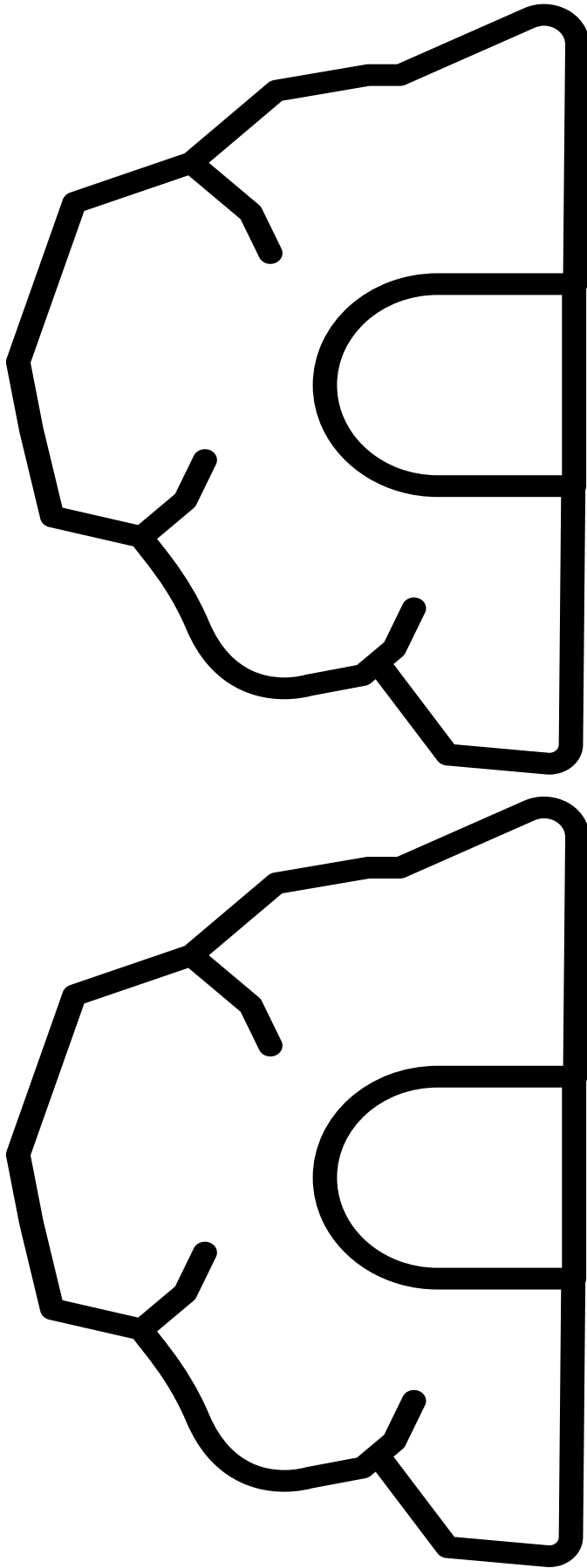
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BEAR COUNTERS



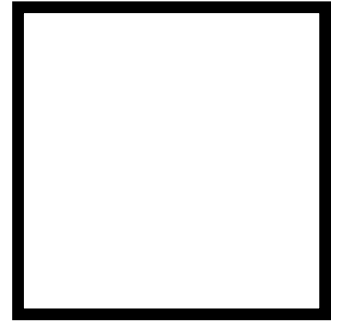
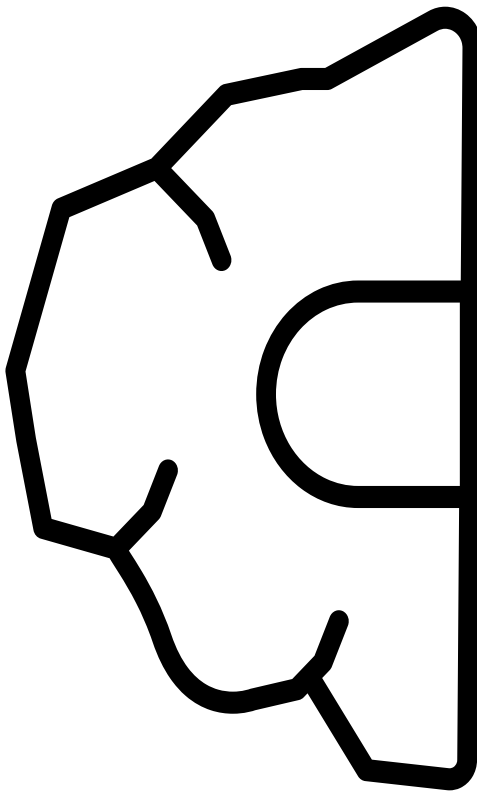
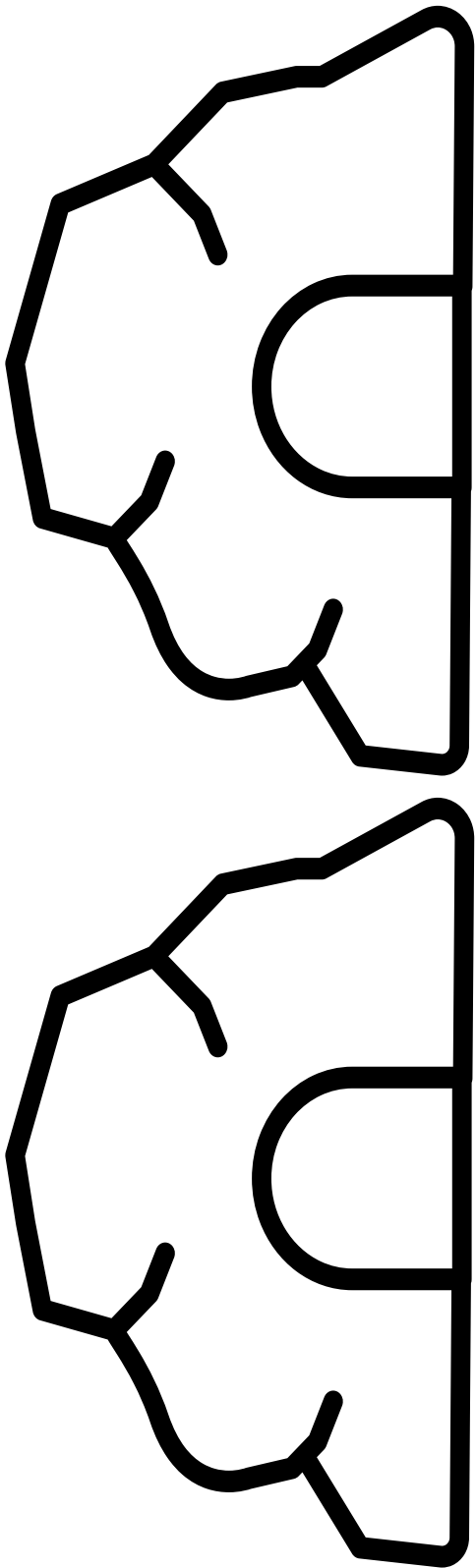




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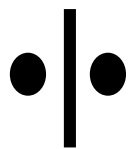
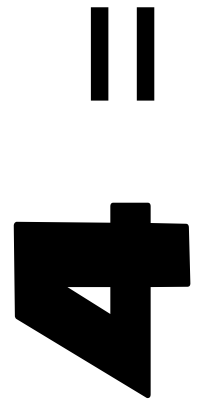
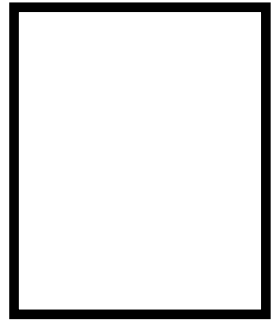
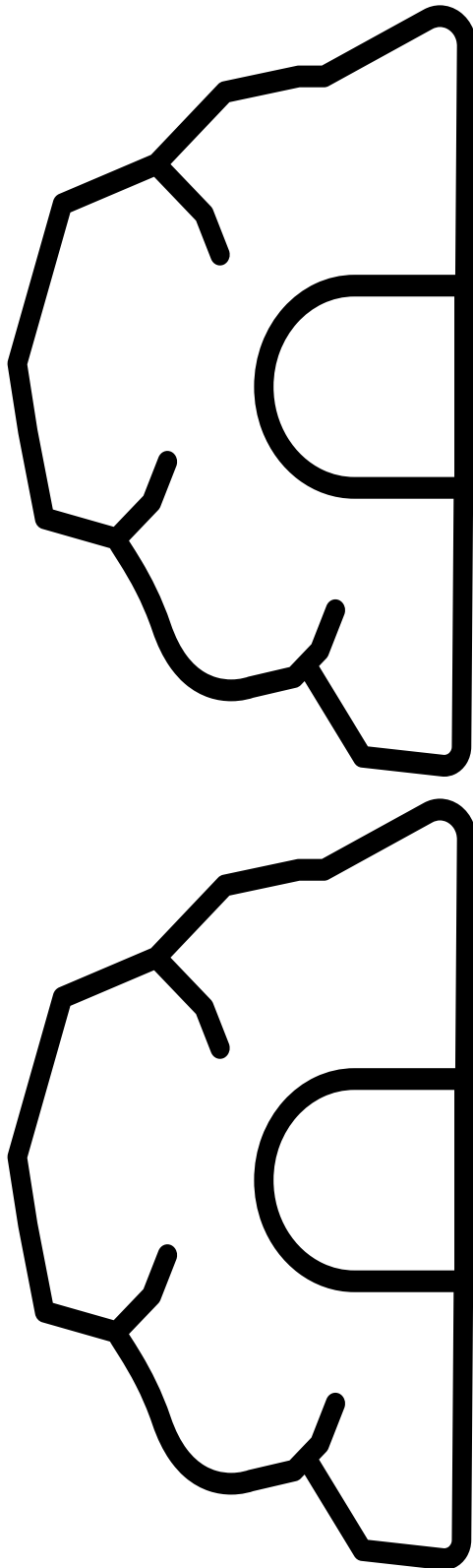
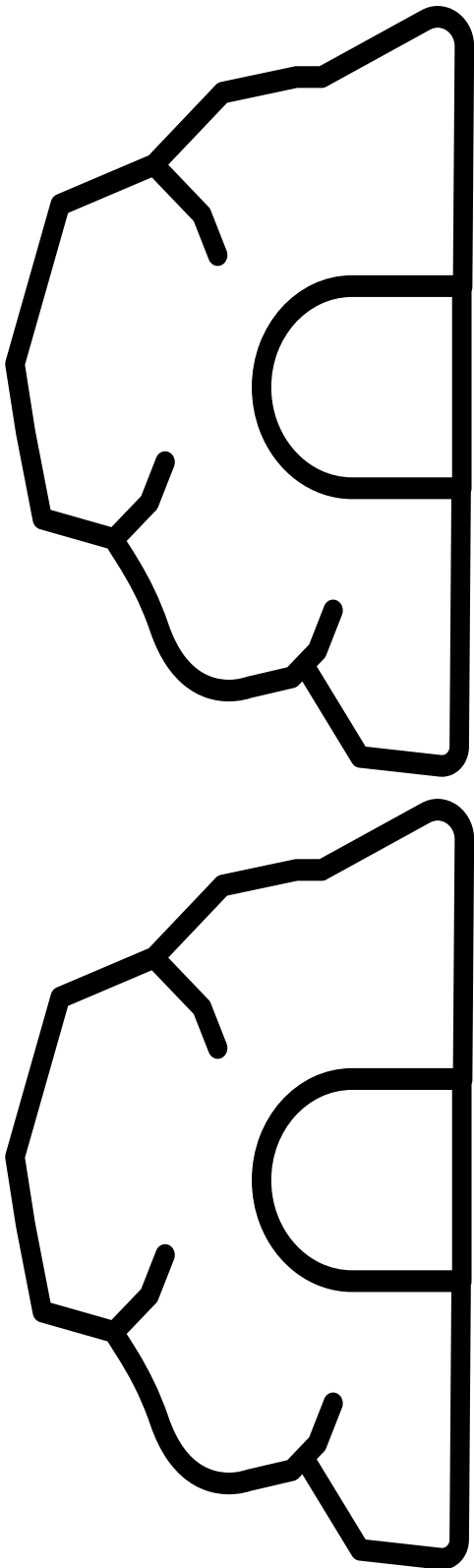


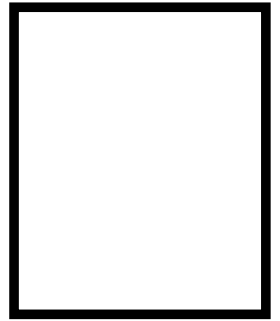
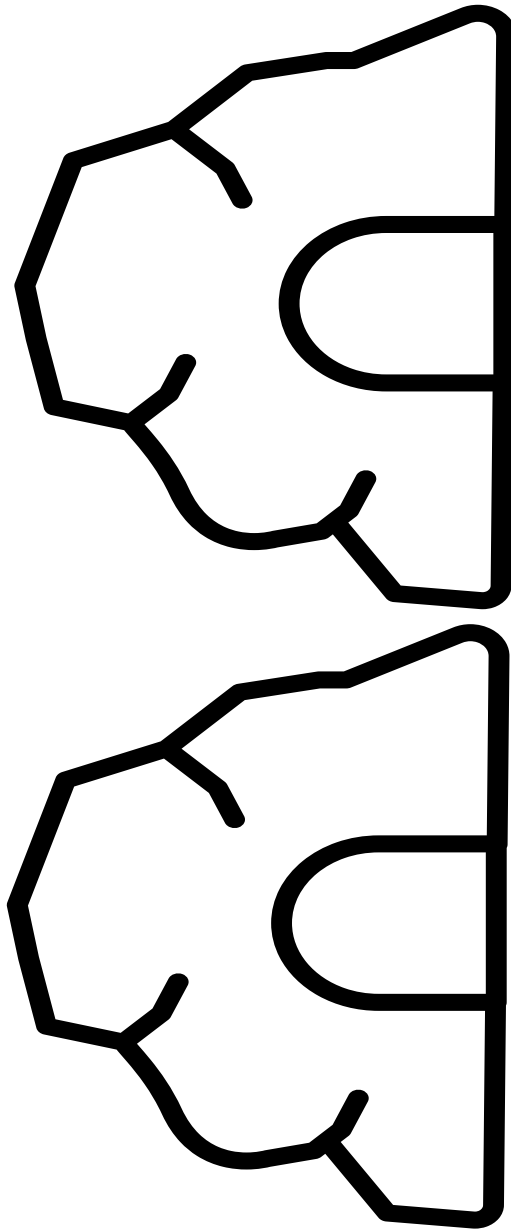
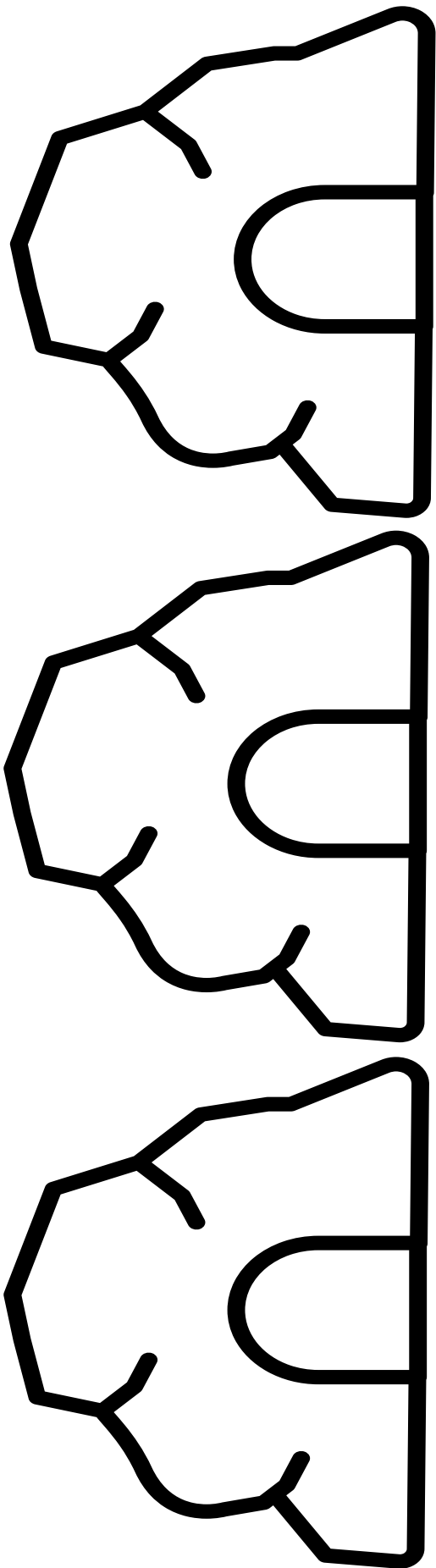


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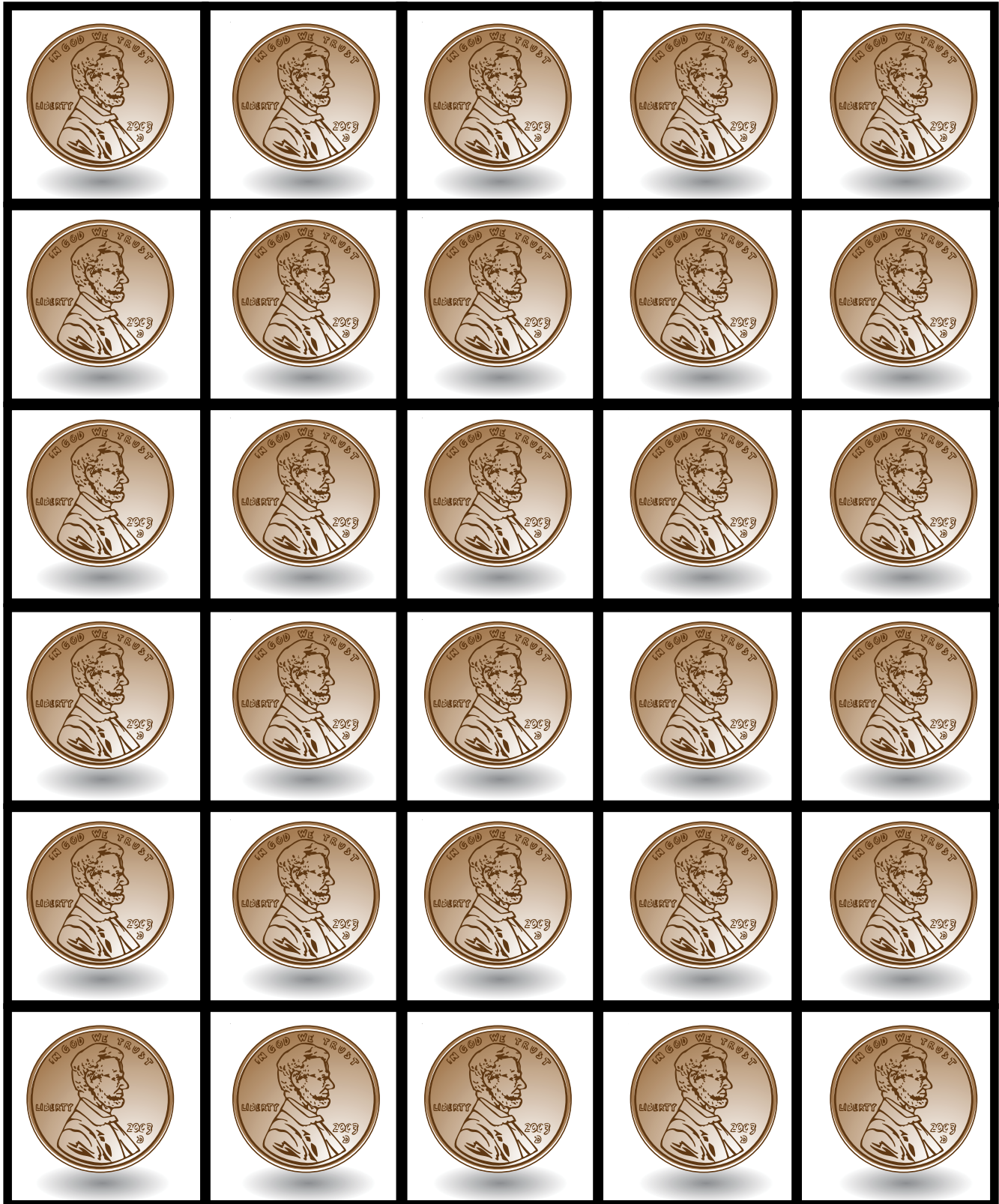


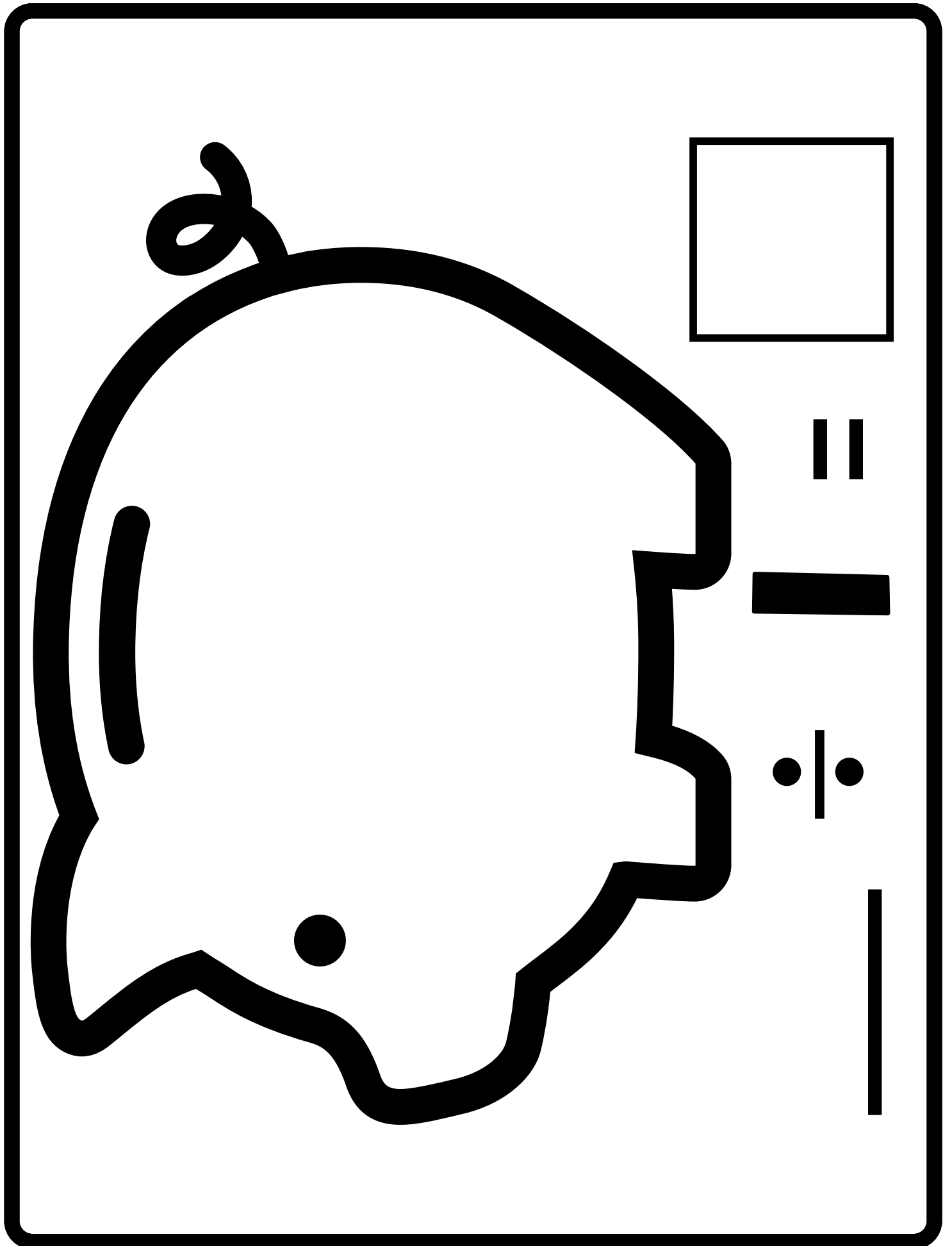
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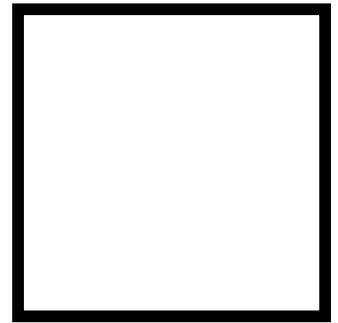
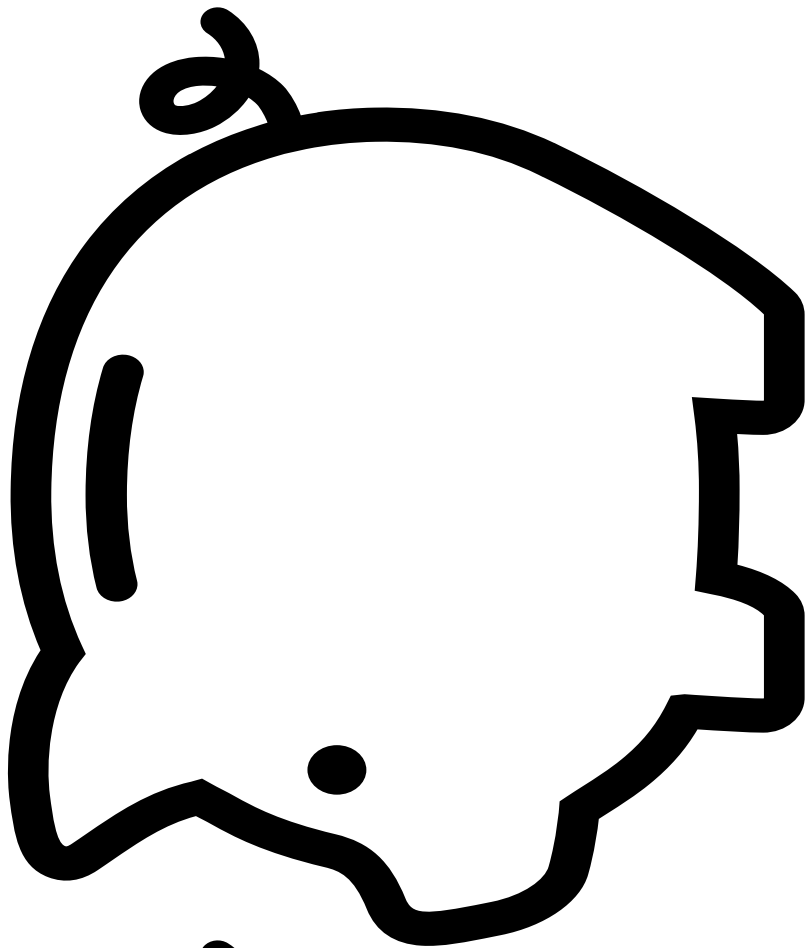
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PENNY COUNTERS





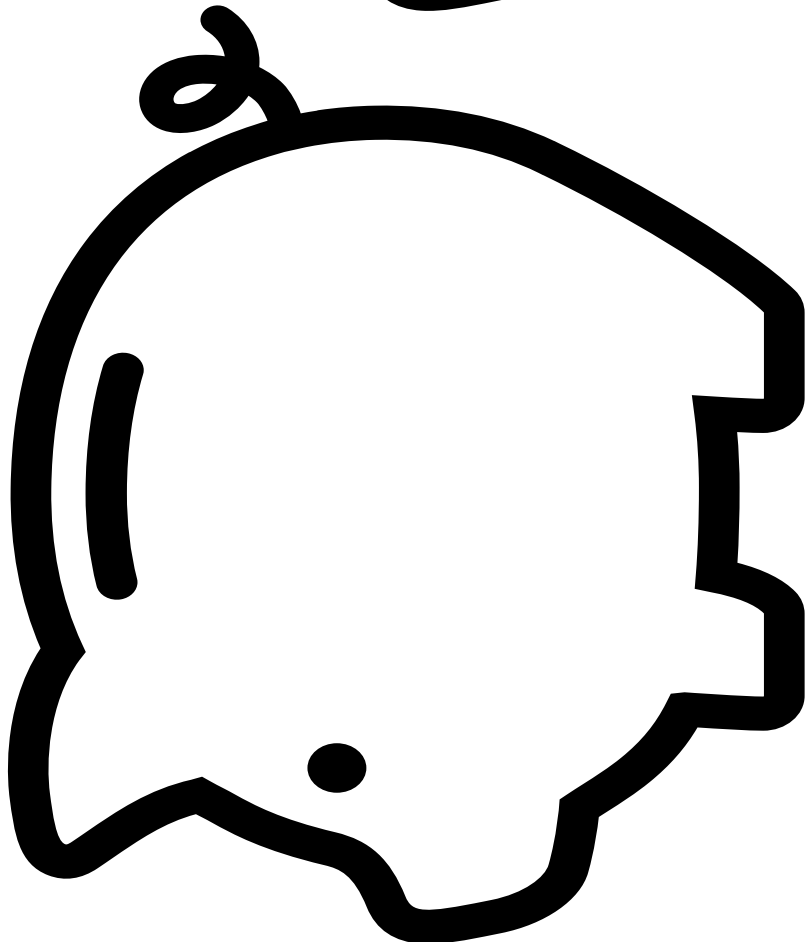


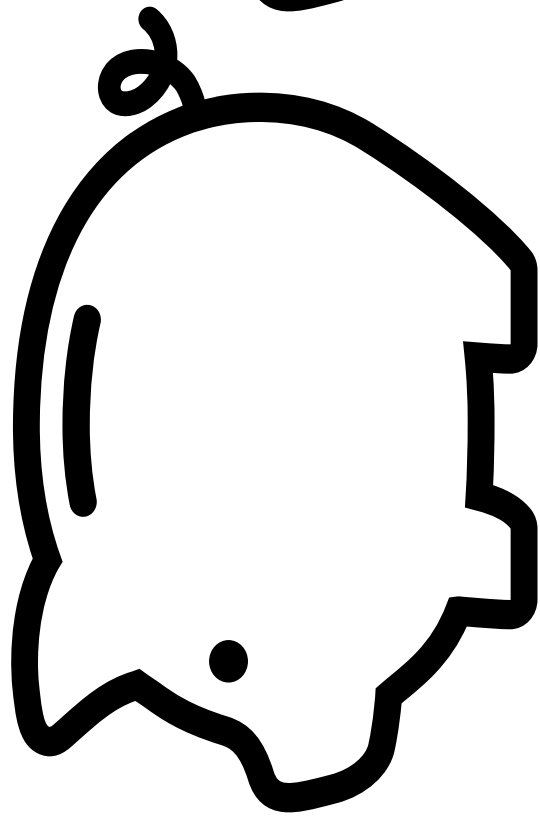
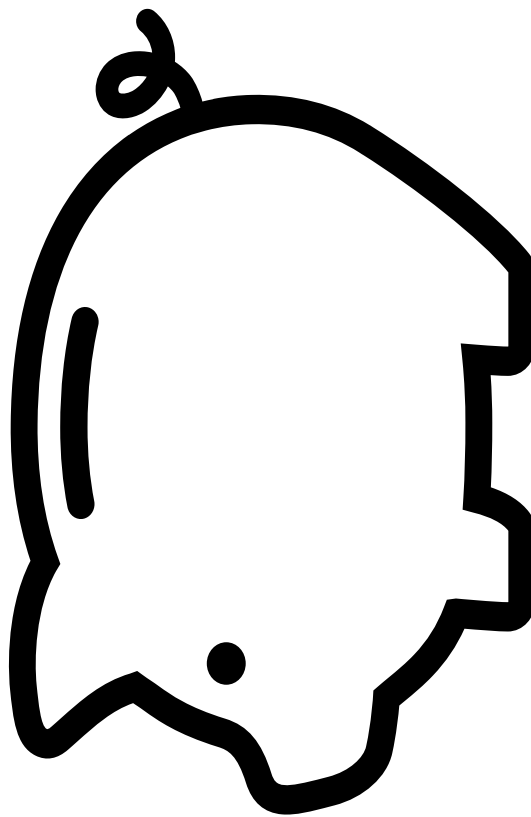
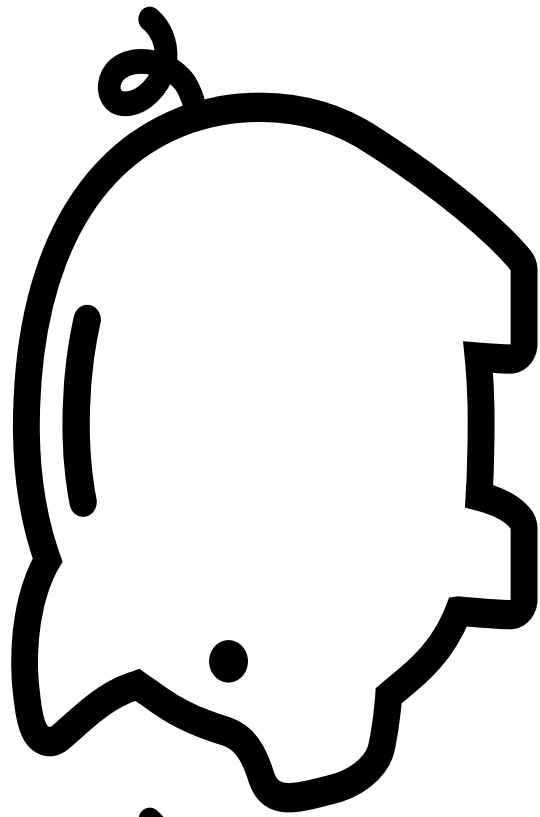
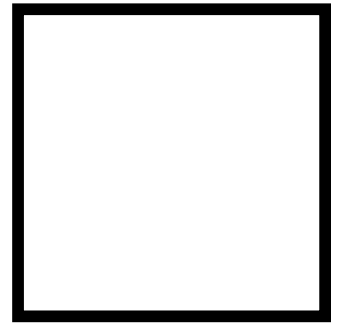
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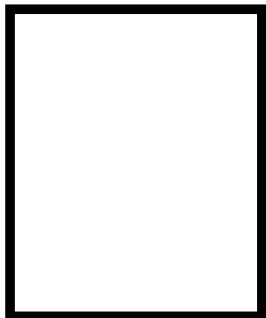
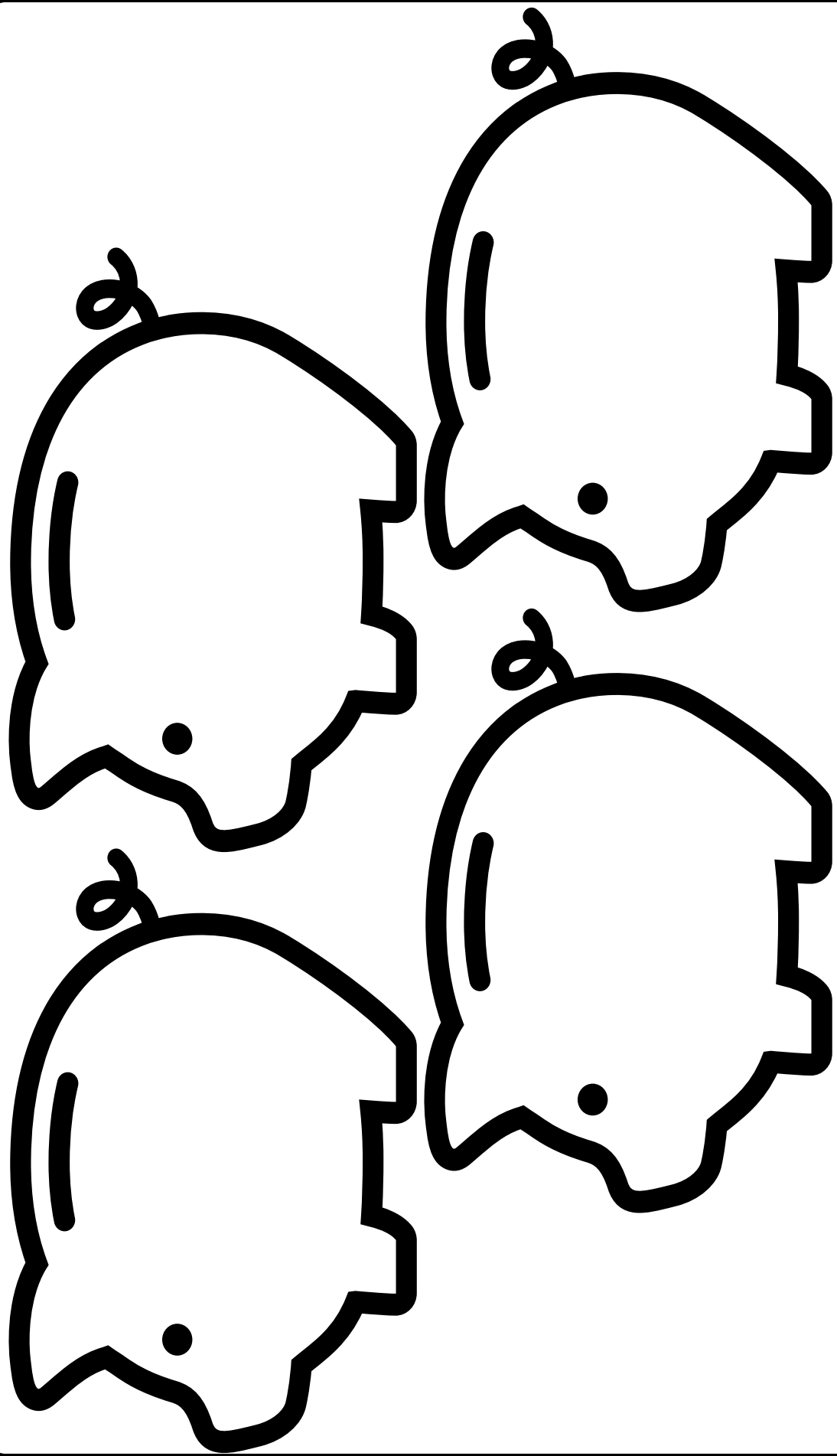


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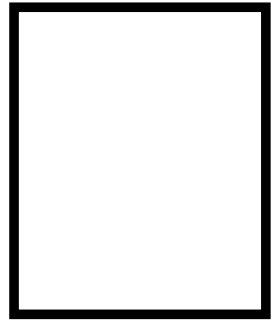
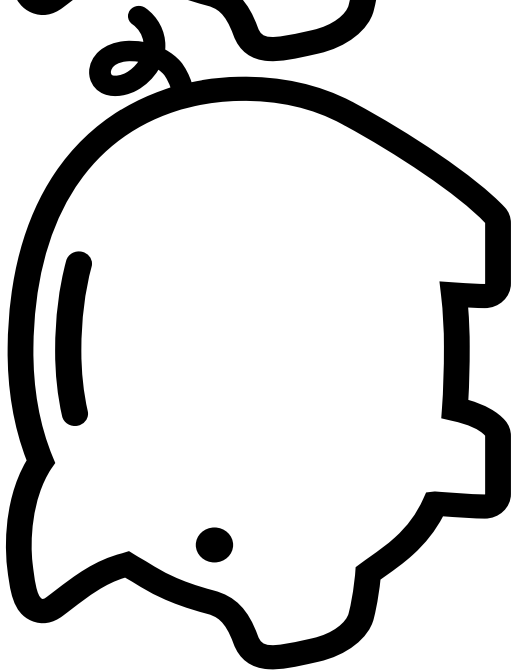
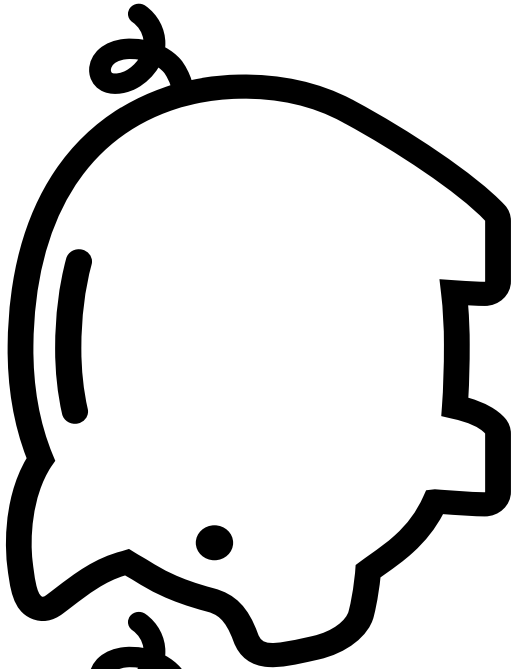
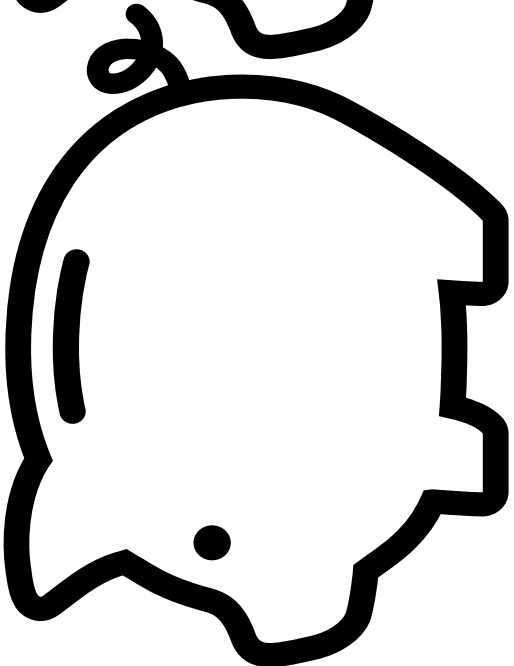
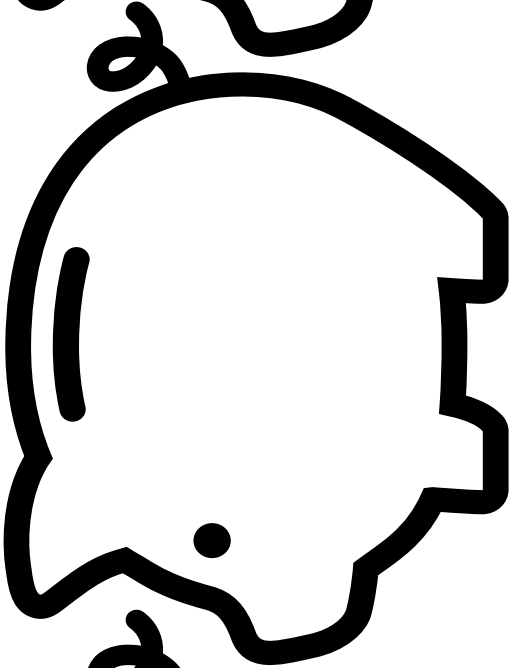
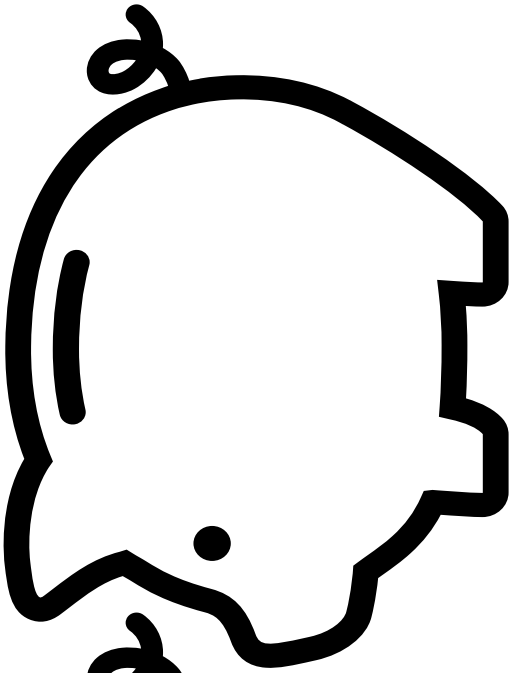


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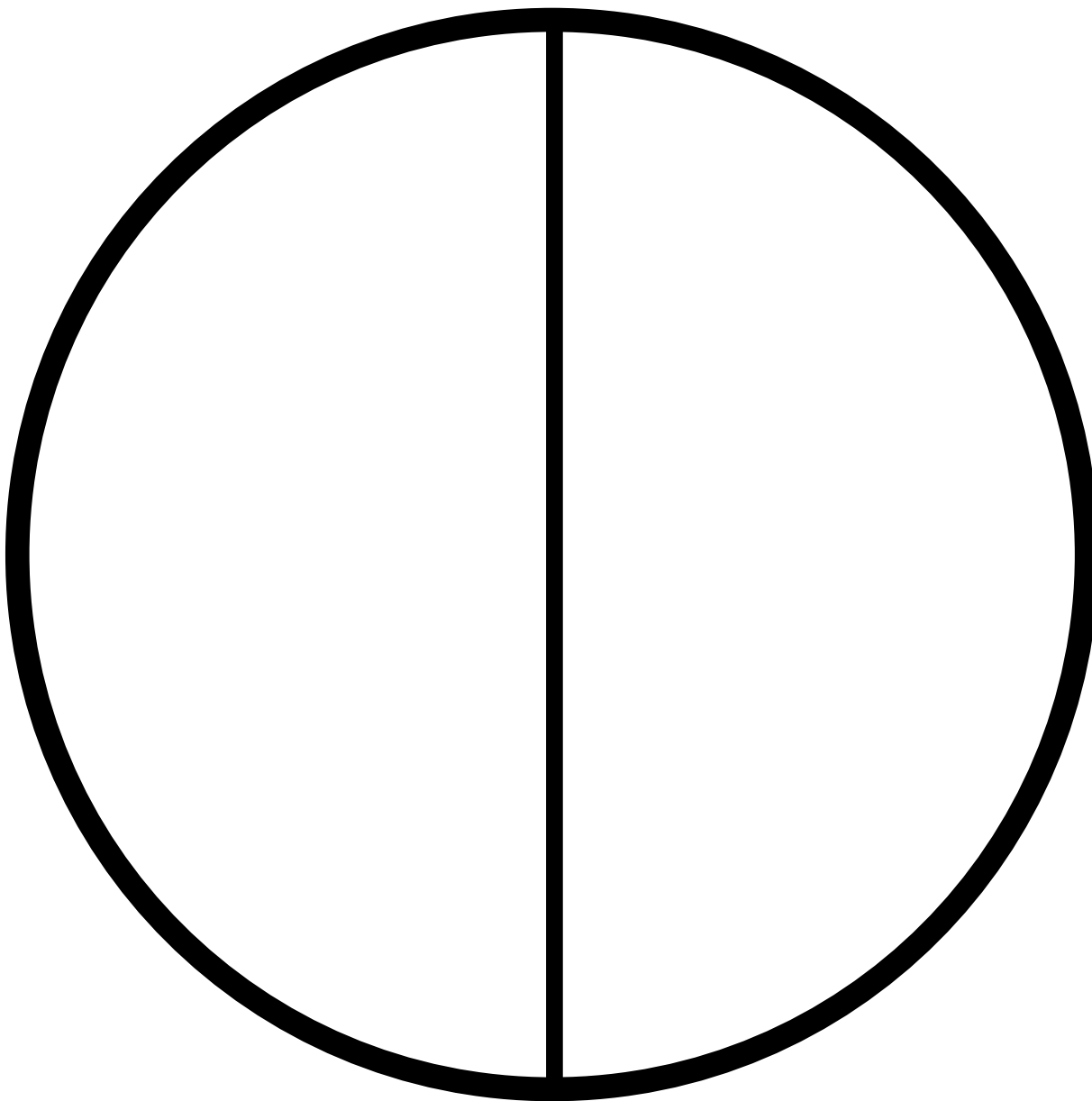


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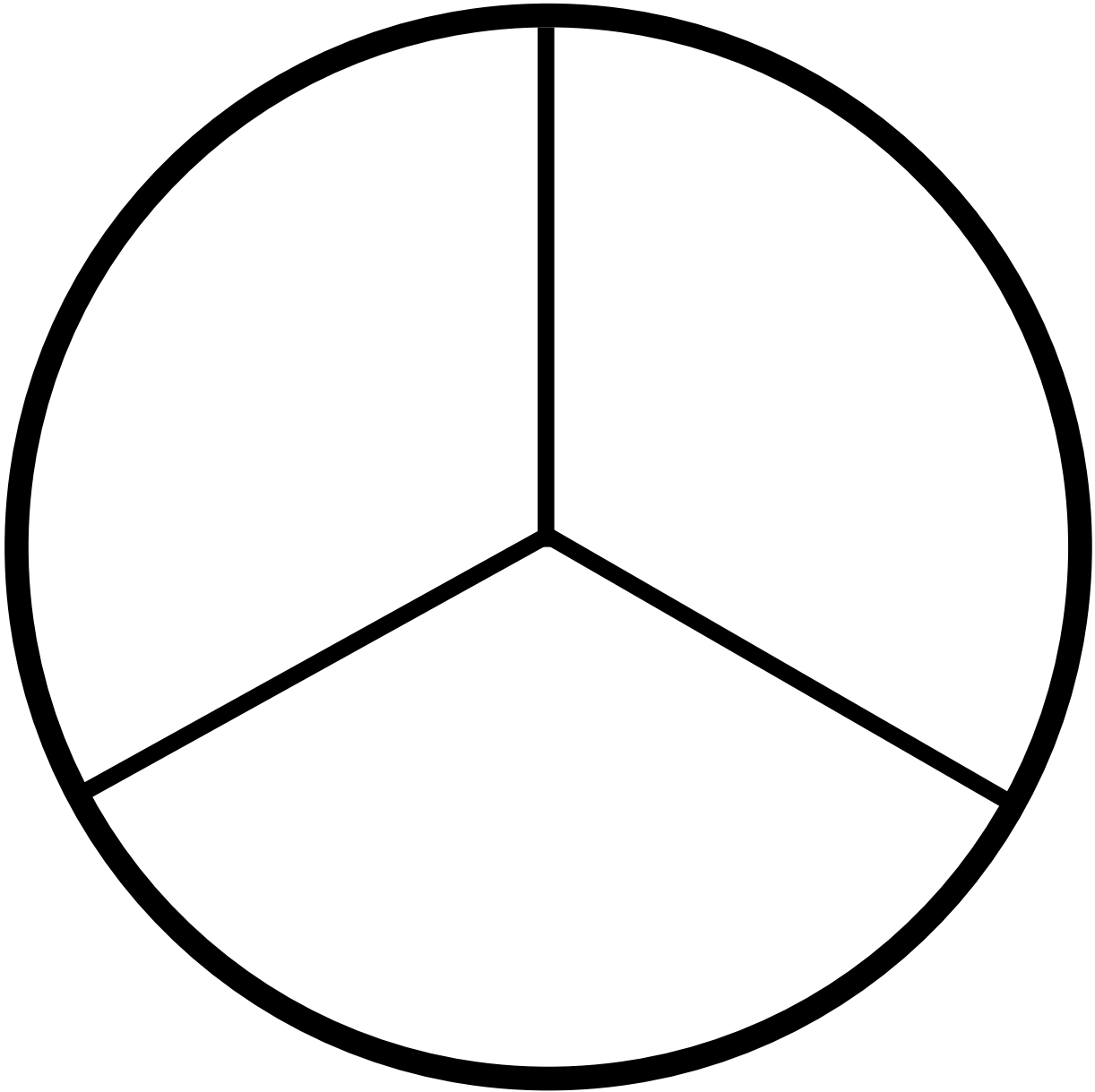
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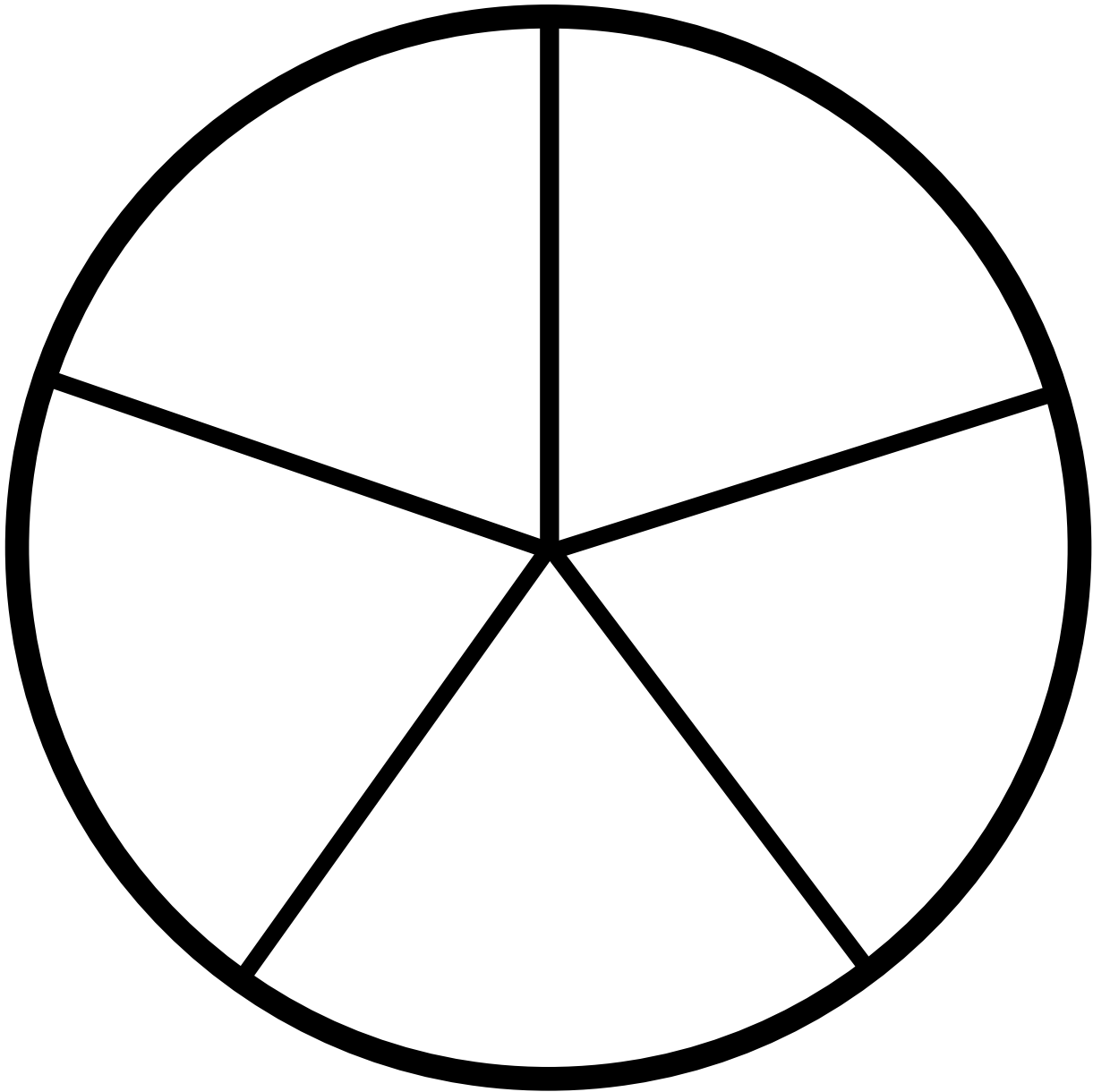
SPINNER



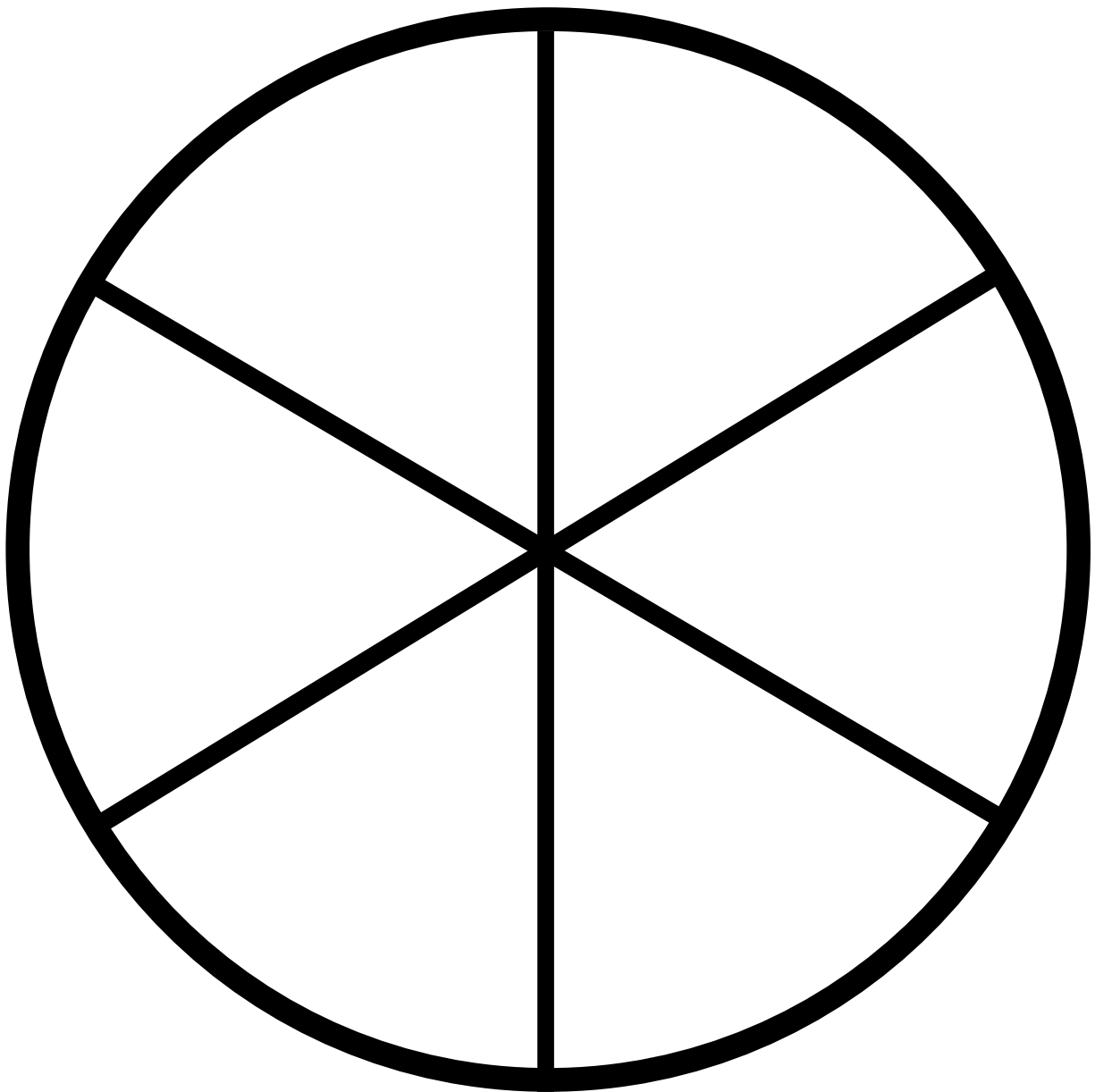
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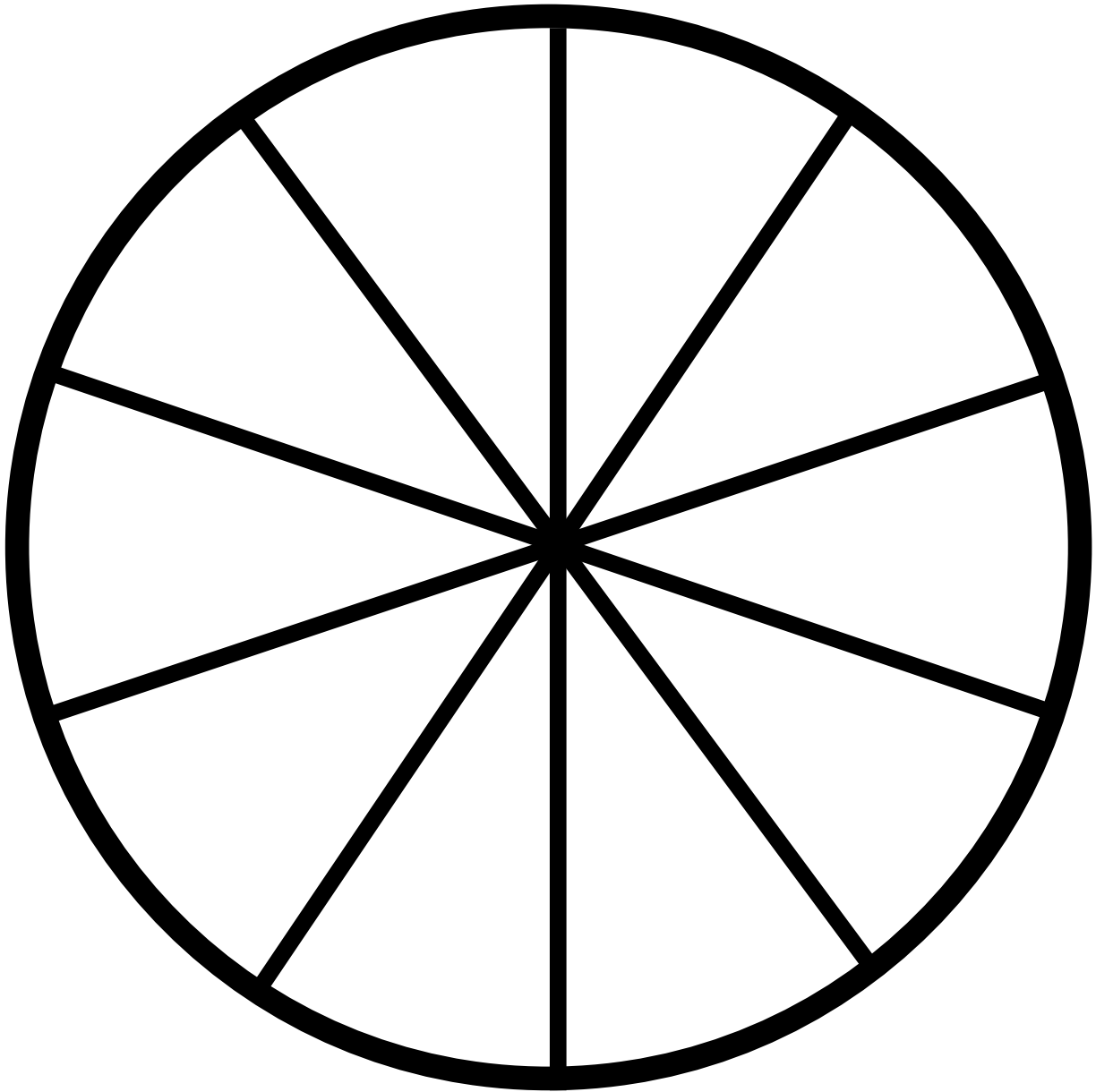
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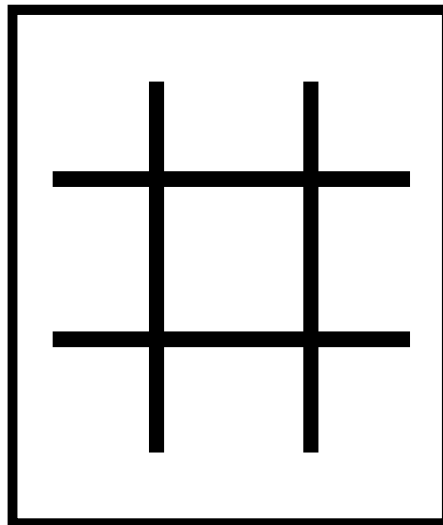
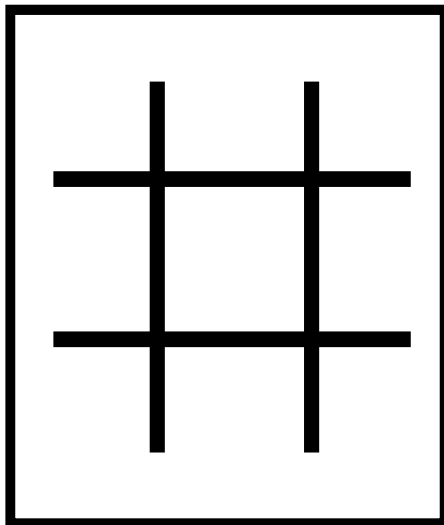
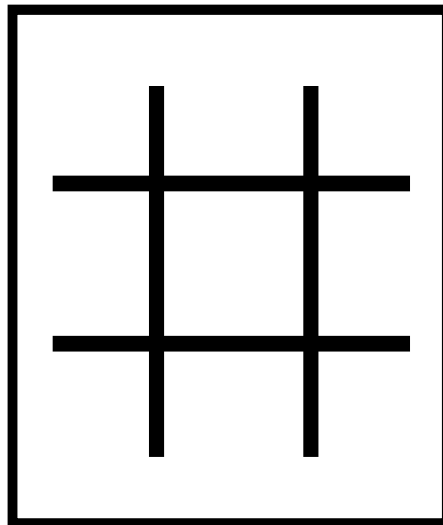
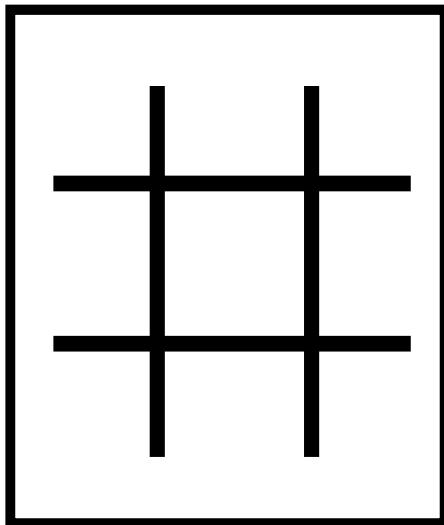
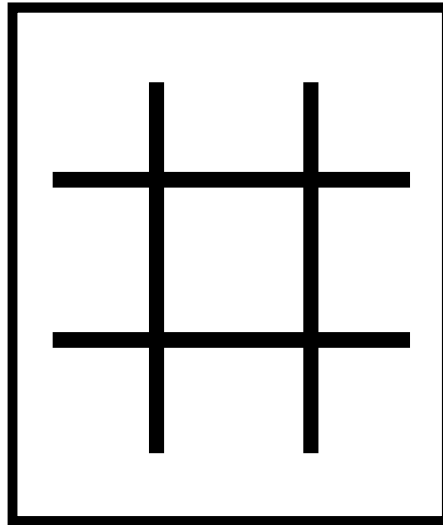
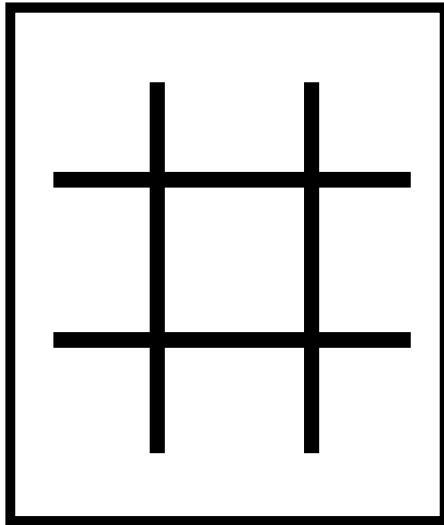
SPINNER



SPINNER



Tic Tac Toe



DIVIDING BY 5 DIVISION BOARD GAME

Instructions: Roll the dice. Move and solve the problem. Whoever reaches the end first wins!

The board game consists of a winding path of 20 squares. The path starts at a 'START' square and ends at a 'FINISH' square. The path is decorated with illustrations of various animals: two monkeys, a tiger, a giraffe, a zebra, and a peacock. There are also decorative flowers and leaves scattered along the path.

The math problems on the squares, in order from start to finish, are:

- $20 \div 5$
- $50 \div 5$
- $15 \div 5$
- $5 \div 5$
- $10 \div 5$
- $35 \div 5$
- $40 \div 5$
- $25 \div 5$
- $30 \div 5$
- $45 \div 5$
- $35 \div 5$
- $50 \div 5$
- $25 \div 5$
- $45 \div 5$
- $30 \div 5$
- $45 \div 5$
- $25 \div 5$
- $50 \div 5$
- $35 \div 5$
- $45 \div 5$
- $30 \div 5$
- $10 \div 5$
- $5 \div 5$
- $40 \div 5$
- $25 \div 5$
- $20 \div 5$

DIVIDING BY 5 DIVISION BOARD GAME

Instructions: Roll the dice. Move and solve the problem. Whoever reaches the end first wins!

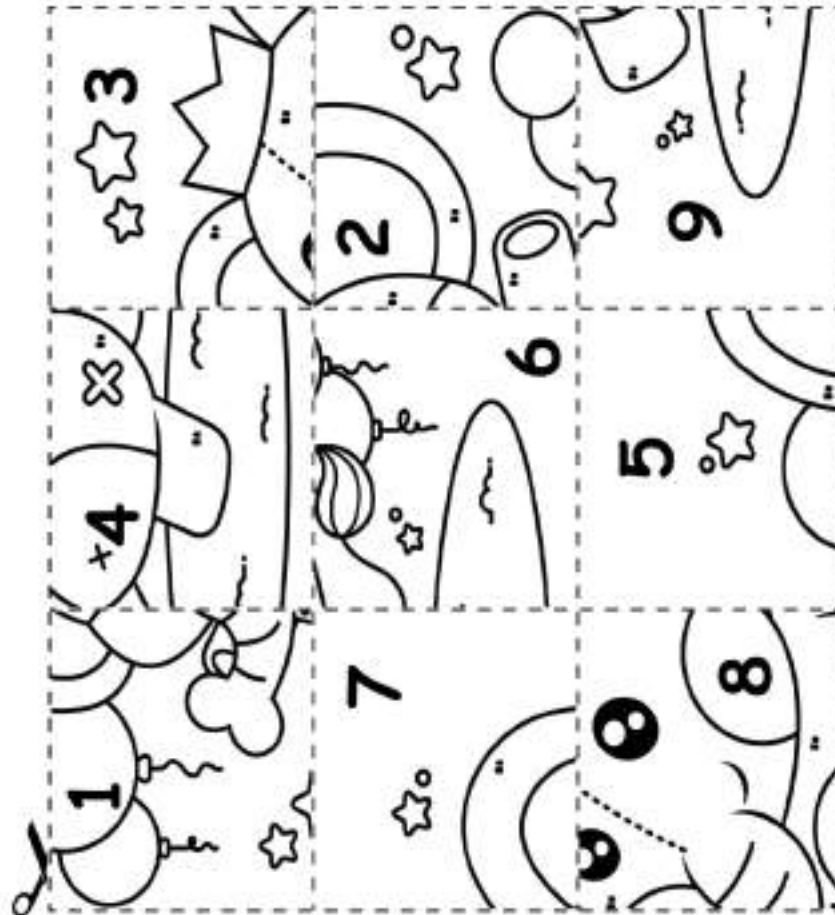
The board game path consists of 20 numbered squares arranged in a winding path from the bottom-left to the top-right. The path starts at square 1 (bottom-left) and ends at square 20 (top-right). The path is decorated with illustrations of animals: a peacock at square 1, a tiger at square 4, a giraffe at square 7, a tiger at square 10, two monkeys at square 13, and a tiger at square 16. There are also two flowers at squares 2 and 5. The path is enclosed in a rectangular border with decorative leaf patterns on the left and right sides. The word "START" is written in a rounded box at the bottom-left corner, and "FINISH" is written in a rounded box at the top-right corner.

Divide by 2

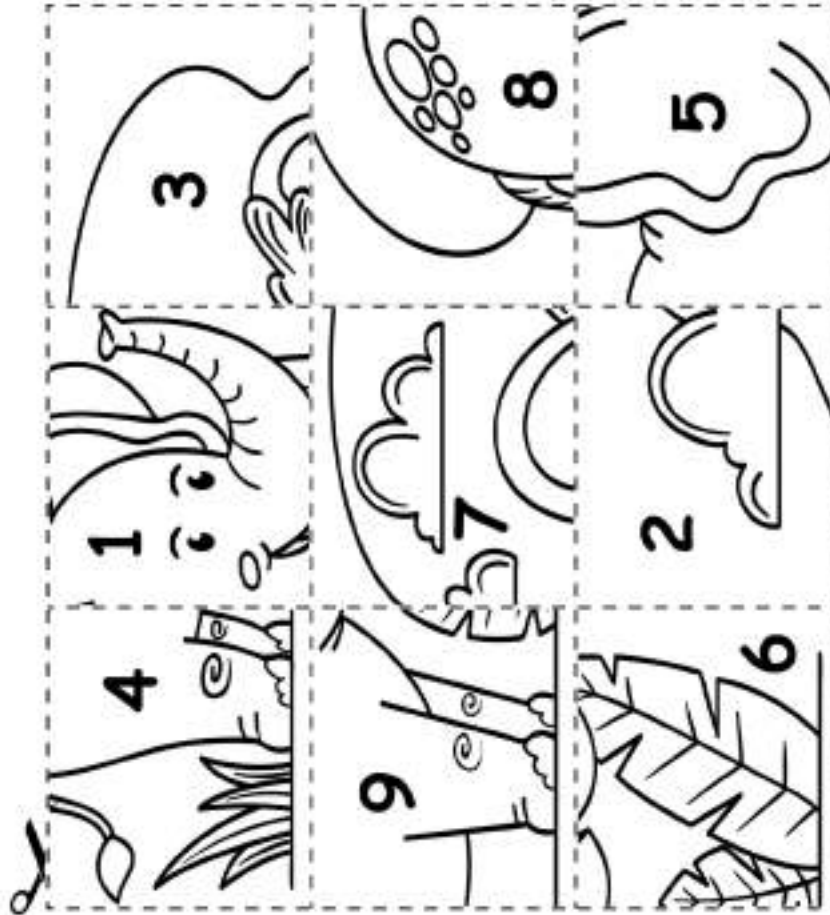
Solve the problems. Cut the pieces of the puzzle apart. Glue the correct answer in the box with the correct problem.

$10 \div 2$	$6 \div 2$	$14 \div 2$
$2 \div 2$	$16 \div 2$	$4 \div 2$
$18 \div 2$	$8 \div 2$	$12 \div 2$

✂ Cut outs



✂ Cut outs



Divide by 10

Solve the problems. Cut the pieces of the puzzle apart. Glue the correct answer in the box with the correct problem.

$20 \div 10$	$70 \div 10$	$30 \div 10$
--------------	--------------	--------------

$80 \div 10$	$50 \div 10$	$10 \div 10$
--------------	--------------	--------------

$40 \div 10$	$90 \div 10$	$60 \div 10$
--------------	--------------	--------------


EQUAL GROUP



Equal Groups

$$10 \div 2 = ?$$

10 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$$10 \div 2 = ?$$

10 marbles divided between 2 kids. How many marbles does each kid get?



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Equal Groups

$$10 \div 2 = ?$$

10 marbles with 2 each in a box. How many boxes?




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Equal Groups

$$10 \div 2 = ?$$

10 marbles with 2 each in a box. How many boxes?



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EQUAL GROUP



Equal Groups

$$4 \div 2 = ?$$

4 marbles divided between 2 kids. How many marbles does each kid get?



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$$2$$

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Equal Groups

$$4 \div 2 = ?$$

4 marbles grouped together by 2. How many boxes do you need?



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$$2$$

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EQUAL GROUP



Equal Groups


$$6 \div 3 = ?$$

6 marbles divided between 3 kids. How many marbles does each kid get?



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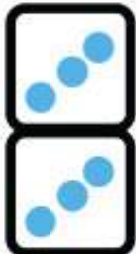
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Equal Groups


$$6 \div 3 = ?$$

6 marbles put into groups of 3. How many boxes do you need?



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EQUAL GROUP



Equal Groups

$$6 \div 2 = ?$$

6 marbles divided between 3 kids. How many marbles does each kid get?



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$$3$$

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Equal Groups

$$6 \div 2 = ?$$

6 marbles put into groups of 2. How many marbles does each kid get?



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$$3$$

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EQUAL GROUP



Equal Groups

$$2 \div 2 = ?$$

2 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$$2 \div 2 = ?$$

2 marbles with 2 each in a box. How many boxes?



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Equal Groups

$$4 \div 2 = ?$$

4 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$$4 \div 2 = ?$$

4 marbles with 2 each in a box. How many boxes?



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EQUAL GROUP



Equal Groups

$$6 \div 2 = ?$$

6 marbles divided between 2 kids. How many marbles does each kid get?



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Equal Groups

$$6 \div 2 = ?$$

6 marbles with 2 each in a box. How many boxes?



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Equal Groups

$$8 \div 2 = ?$$

8 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$$8 \div 2 = ?$$

8 marbles with 2 each in a box. How many boxes?



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EQUAL GROUP



Equal Groups

$10 \div 2 = ?$

10 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$10 \div 2 = ?$

10 marbles with 2 each in a box. How many boxes?



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Equal Groups

$12 \div 2 = ?$

12 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$12 \div 2 = ?$

12 marbles with 2 each in a box. How many boxes?



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EQUAL GROUP



Equal Groups

$14 \div 2 = ?$

14 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$14 \div 2 = ?$

14 marbles with 2 each in a box. How many boxes?



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Equal Groups

$16 \div 2 = ?$

16 marbles divided between 2 kids. How many marbles does each kid get?




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Equal Groups

$16 \div 2 = ?$

16 marbles with 2 each in a box. How many boxes?



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EQUAL GROUP



Equal Groups

18 ÷ 2 = ?

18 marbles divided between 2 kids. How many marbles does each kid get?



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Equal Groups

18 ÷ 2 = ?

18 marbles with 2 each in a box. How many boxes?



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Equal Groups

20 ÷ 2 = ?

20 marbles divided between 2 kids. How many marbles does each kid get?



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Equal Groups

20 ÷ 2 = ?

20 marbles with 2 each in a box. How many boxes?



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Fact Families

Multiplying by 4

FAMILY FACT CARDS



FACT FAMILY CARDS

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4 × 4 = 16

16 ÷ 4 = 4

4 × 1 = 4

4 ÷ 1 = 4

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FACT FAMILY CARDS

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8 × 4 = 32

32 ÷ 4 = 8

4 × 2 = 8

8 ÷ 2 = 4

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FAMILY FACT CARDS



FACT FAMILY CARDS

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$4 \times 3 = 12$
 $3 \times 4 = 12$
 $12 \div 3 = 4$
 $12 \div 4 = 3$

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FACT FAMILY CARDS

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$4 \times 4 = 16$
 $16 \div 4 = 4$

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FAMILY FACT CARDS



FACT FAMILY CARDS

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4 x 5 = 20
5 x 4 = 20
20 ÷ 4 = 5
20 ÷ 5 = 4

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FACT FAMILY CARDS

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4 x 6 = 24
6 x 4 = 24
24 ÷ 4 = 6
24 ÷ 6 = 4

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FAMILY FACT CARDS



FACT FAMILY CARDS

28
4 7

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4 × 7 = 28
7 × 4 = 28
28 ÷ 4 = 7
28 ÷ 7 = 4

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FACT FAMILY CARDS

32
4 8

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4 × 8 = 32
8 × 4 = 32
32 ÷ 4 = 8
32 ÷ 8 = 4

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FAMILY FACT CARDS



FACT FAMILY CARDS

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$4 \times 9 = 36$
 $9 \times 4 = 36$
 $36 \div 4 = 9$
 $36 \div 9 = 4$

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FACT FAMILY CARDS

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$4 \times 10 = 40$
 $10 \times 4 = 40$
 $40 \div 4 = 10$
 $40 \div 10 = 4$

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BOOKMARKS

0

Division

$$0 \div 1 = 0$$

$$0 \div 2 = 0$$

$$0 \div 3 = 0$$

$$0 \div 4 = 0$$

$$0 \div 5 = 0$$

$$0 \div 6 = 0$$

$$0 \div 7 = 0$$

$$0 \div 8 = 0$$

$$0 \div 9 = 0$$

$$0 \div 10 = 0$$

$$0 \div 11 = 0$$

$$0 \div 12 = 0$$

0

DIVISION

$$0 \div 1 = 0$$

$$0 \div 2 = 0$$

$$0 \div 3 = 0$$

$$0 \div 4 = 0$$

$$0 \div 5 = 0$$

$$0 \div 6 = 0$$

$$0 \div 7 = 0$$

$$0 \div 8 = 0$$

$$0 \div 9 = 0$$

$$0 \div 10 = 0$$

$$0 \div 11 = 0$$

$$0 \div 12 = 0$$

0

DIVISION

$$0 \div 1 = 0$$

$$0 \div 2 = 0$$

$$0 \div 3 = 0$$

$$0 \div 4 = 0$$

$$0 \div 5 = 0$$

$$0 \div 6 = 0$$

$$0 \div 7 = 0$$

$$0 \div 8 = 0$$

$$0 \div 9 = 0$$

$$0 \div 10 = 0$$

$$0 \div 11 = 0$$

$$0 \div 12 = 0$$

BOOKMARKS

1

Division

$1 \div 1 = 1$

$2 \div 1 = 2$

$3 \div 1 = 3$

$4 \div 1 = 4$

$5 \div 1 = 5$

$6 \div 1 = 6$

$7 \div 1 = 7$

$8 \div 1 = 8$

$9 \div 1 = 9$

$10 \div 1 = 10$

$11 \div 1 = 11$

$12 \div 1 = 12$

1

DIVISION

$1 \div 1 = 1$

$2 \div 1 = 2$

$3 \div 1 = 3$

$4 \div 1 = 4$

$5 \div 1 = 5$

$6 \div 1 = 6$

$7 \div 1 = 7$

$8 \div 1 = 8$

$9 \div 1 = 9$

$10 \div 1 = 10$

$11 \div 1 = 11$

$12 \div 1 = 12$

1

DIVISION

$1 \div 1 = 1$

$2 \div 1 = 2$

$3 \div 1 = 3$

$4 \div 1 = 4$

$5 \div 1 = 5$

$6 \div 1 = 6$

$7 \div 1 = 7$

$8 \div 1 = 8$

$9 \div 1 = 9$

$10 \div 1 = 10$

$11 \div 1 = 11$

$12 \div 1 = 12$

BOOKMARKS

2

Division

$$2 \div 2 = 1$$

$$4 \div 2 = 2$$

$$6 \div 2 = 3$$

$$8 \div 2 = 4$$

$$10 \div 2 = 5$$

$$12 \div 2 = 6$$

$$14 \div 2 = 7$$

$$16 \div 2 = 8$$

$$18 \div 2 = 9$$

$$20 \div 2 = 10$$

$$22 \div 2 = 11$$

$$24 \div 2 = 12$$

2

DIVISION

$$2 \div 2 = 1$$

$$4 \div 2 = 2$$

$$6 \div 2 = 3$$

$$8 \div 2 = 4$$

$$10 \div 2 = 5$$

$$12 \div 2 = 6$$

$$14 \div 2 = 7$$

$$16 \div 2 = 8$$

$$18 \div 2 = 9$$

$$20 \div 2 = 10$$

$$22 \div 2 = 11$$

$$24 \div 2 = 12$$

2

DIVISION

$$2 \div 2 = 1$$

$$4 \div 2 = 2$$

$$6 \div 2 = 3$$

$$8 \div 2 = 4$$

$$10 \div 2 = 5$$

$$12 \div 2 = 6$$

$$14 \div 2 = 7$$

$$16 \div 2 = 8$$

$$18 \div 2 = 9$$

$$20 \div 2 = 10$$

$$22 \div 2 = 11$$

$$24 \div 2 = 12$$

BOOKMARKS

3

Division

$$3 \div 3 = 1$$

$$6 \div 3 = 2$$

$$9 \div 3 = 3$$

$$12 \div 3 = 4$$

$$15 \div 3 = 5$$

$$18 \div 3 = 6$$

$$21 \div 3 = 7$$

$$24 \div 3 = 8$$

$$27 \div 3 = 9$$

$$30 \div 3 = 10$$

$$33 \div 3 = 11$$

$$36 \div 3 = 12$$

3

DIVISION

$$3 \div 3 = 1$$

$$6 \div 3 = 2$$

$$9 \div 3 = 3$$

$$12 \div 3 = 4$$

$$15 \div 3 = 5$$

$$18 \div 3 = 6$$

$$21 \div 3 = 7$$

$$24 \div 3 = 8$$

$$27 \div 3 = 9$$

$$30 \div 3 = 10$$

$$33 \div 3 = 11$$

$$36 \div 3 = 12$$

3

DIVISION

$$3 \div 3 = 1$$

$$6 \div 3 = 2$$

$$9 \div 3 = 3$$

$$12 \div 3 = 4$$

$$15 \div 3 = 5$$

$$18 \div 3 = 6$$

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DIVISION

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GUIDED MATH
TEACHER'S

DIVISION



÷ TOOL KIT

This Teacher's **Division Resource Toolkit** was created to help teach division. There are many different templates, activity sheets and backline masters to use to differentiate instruction. Use these resources to scaffold access to grade level content for all your students!

