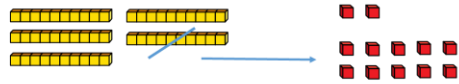










Skill: Divide 2-digits by 1-digit (sharing with exchange)

Year: 3/4

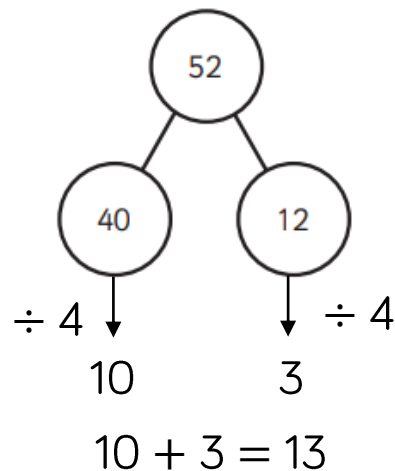










Tens	Ones
	
	
	
	

52

52			
?	?	?	?

$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

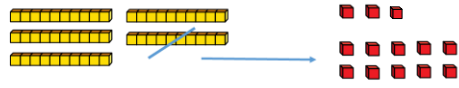
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.









Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

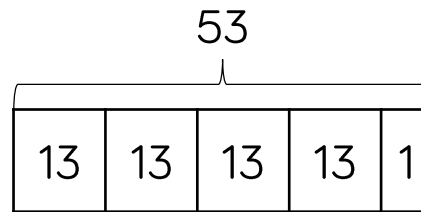
Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (sharing with remainders)

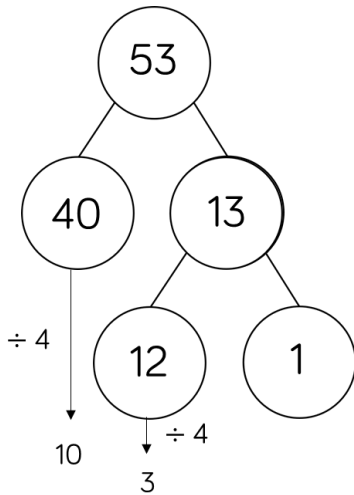
Year: 3/4











Tens	Ones
	
	
	
	



$$53 \div 4 = 13 \text{ r}1$$



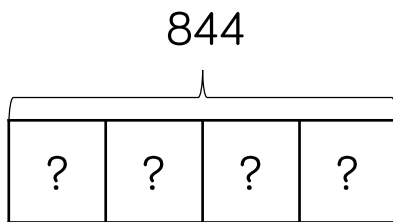
Tens	Ones
	
	
	
	
















When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made. Flexible partitioning in a part-whole model supports this method.

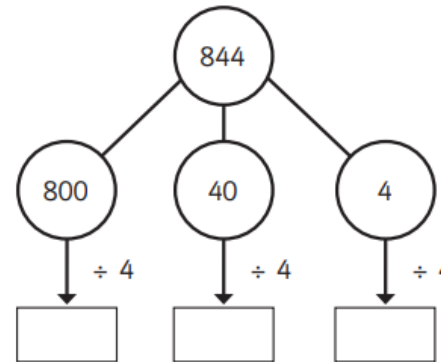
Skill: Divide 3-digits by 1-digit (sharing)

Year: 4

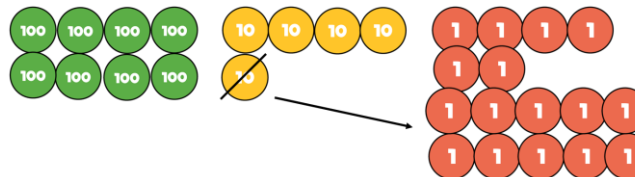
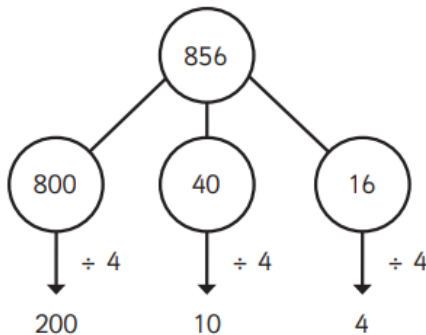
$$844 \div 4 = 122$$































H	T	O
 		
 		
 		
 		



$$844 \div 4 = 122$$



Hundreds	Tens	Ones
 		   
 		   
 		   
 		   

Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning in a part-whole model supports this method.