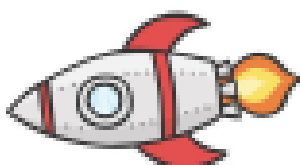






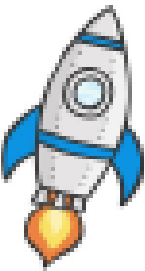






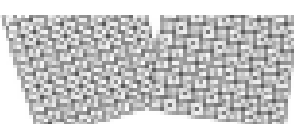



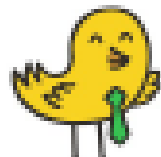
3



## Abstract Approach

### Formal written method for division (short)



	3	2
3	9	6

#### No remainders- no carrying involved

Each digit is a multiple of the divisor (3) so there will be no remainders

- How many groups of 3 are in 9? Children need to be reminded the 9 represents 9 tens. We are actually asking: how many groups of 3 are in 90?
- Three groups of thirty make 90. Record the 3 above the 9 tens.
- How many groups of three are in six? Remind the children the 6 represents the ones.
- Three groups of 2 make 6. Record the 2 above the 6 ones.
  - $96 \div 3 = 32$

	1	8
4	7	32

#### Remainders- carrying involved

- How many groups of 4 are in 7 (remind the children the value of the digit and we are actually looking at how many groups of 4 are in 70)
- There are four groups of 10 ( $4 \times 10 = 40$ ) in 70 and 30 remaining
- The remainder is recorded next to the next place value column.
- How many groups of 4 are in 32?
- There are 4 groups of 8 in 32 and none remaining

	2	1	8
4	8	7	32

#### Decimal numbers

- The same steps as above are taken, but children need to include the decimal point in the calculation and their answer