LESSON PLAN

Grade: 2

Topic: Division

Sub-topic: Division without a remainder

Duration: 60 minutes

Objectives: By the end of the lesson students should be able to:

➢ Divide a set into equal parts
➢ Write a mathematical sentence for sharing objects into groups

Prerequisite Knowledge

Students should already know:

➢ How to add and subtract

Content outline

Division involves the redistribution/spitting a quantity into smaller groups

Dividend is the number to be divided.

Divisor is the number that is used to divide

Quotient is the result after dividing

Materials/Manipulatives

Counters, sorting wheel

Procedure

Engage/Explain

Present students with the following scenario and lead them in a discussion that will help students to discover what the lesson will entail.

Jerry went to school one day without break. At break time he sat in corner of the classroom while the others went to play. Joan came inside for her biscuit and noticed Jerry in the corner. She went over and asked Jerry if he was alright and he told her that he did not have any break.

If you were in Joan's position what would you do?

• Keys words that can be highlighted are piece, share and equal (if mentioned allow students to state the meaning)

Explore

- ➤ Place students in groups (4-5 persons) and place 20 counters and a sorting wheel in each group
- ➤ Have students redistribute these counters into four equal groups.
- ➤ Allow students to share with the class the strategies they used. (these strategies make include skip counting on the number line , placing one into one of four partitions on the sorting wheel)

  For the skip counting students could employ the use of the number line, for example:
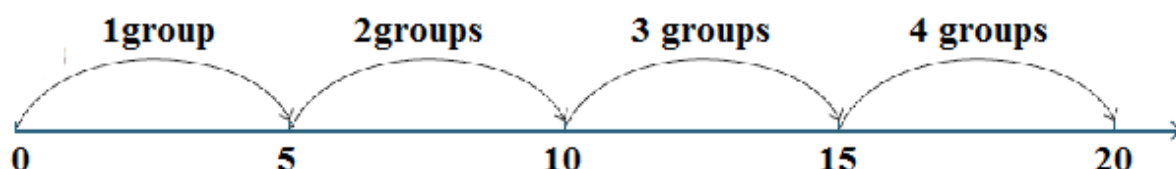
  Also when looking at the restacking process this is what students should have
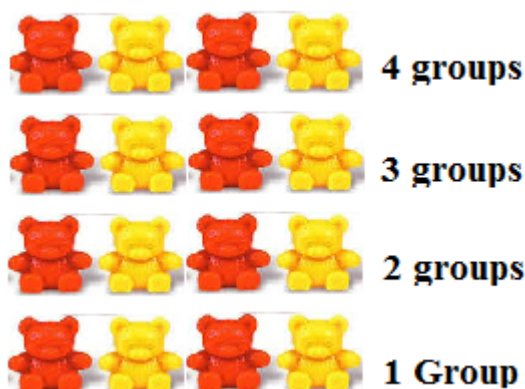
- ➤ Redirect students' attention to the instruction and ask them to give other way of representing the statement
    - ▪ 20 shared into four groups is 5
    - ▪ $20 \div 4 = 5$

$$20 \div 4 = 5$$
$$\uparrow \quad \uparrow \quad \uparrow$$
dividend divisor quotient.

After labelling the different parts of the equation allow students to decipher the meaning of each word based on its position

a. Allow students to represent the counters in different ways, equal groups, and demonstrate these representations in their groups and write number sentences to describe each.

Evaluate

a. Look at the pictures of the footballs below. Jamies asked him to pack away equal amounts of balls in each bag. How many balls will be in each of the four bags

    b. Use number sentence to demonstrate your answer and identify each part.

    c. Give at least three other ways that he could pack equal amounts of balls in a number of bags; write number sentences to represent each way.

Explain

➤ Allow students to explain in their own words what division means, name and state the meaning of each component in a number sentence resenting division.