With counters, cubes or dots in your book or on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem <br> out loud | Count out the total <br> number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $18 \div 2=\ldots$ |  |  | $18 \div 2=\ldots$ |
| $15 \div 5=\ldots$ |  |  | $15 \div 5=\ldots$ |
| $20 \div 10=$ |  |  | $20 \div 10=$ |

Show your grouping on a number line.
(1)
$22 \div 2=$ $\qquad$

|  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 0 | 0 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |  |

(2)
$25 \div 5=$ $\qquad$

(3)

$$
50 \div 10=
$$

$\qquad$

|  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 10 |

With counters, cubes or dots on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem out loud | Count out the total number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $18 \div 2=$ | $\checkmark$ | $\checkmark$ | $18 \div 2=9$ |
| $15 \div 5=$ | $\checkmark$ | $\checkmark$ | $15 \div 5=3$ |
| $20 \div 10=$ | $\checkmark$ | $\checkmark$ | $20 \div 10=2$ |

Show your grouping on a number line.
(1)
$22 \div 2=\underline{11}$

(2)

$$
25 \div 5=\quad 5
$$


(3)

$$
50 \div 10=5
$$



With counters, cubes or dots in your book or on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem <br> out loud | Count out the total <br> number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $18 \div 2=\ldots$ |  |  | $18 \div 2=-$ |
| $30 \div 5=\ldots$ |  |  |  |
| $40 \div 10=\ldots$ |  |  |  |
| $12 \div 3=$ |  |  |  |

Show your grouping on a number line.
(1)
$24 \div 2=$ $\qquad$

(2)
$45 \div 5=$ $\qquad$
(3)

$$
80 \div 10=
$$

$\qquad$


With counters, cubes or dots on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem out loud | Count out the total number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $18 \div 2=$ | $\checkmark$ | $\checkmark$ | $18 \div 2=9$ |
| $30 \div 5=$ | $\checkmark$ | $\checkmark$ | $30 \div 5=6$ |
| $40 \div 10=$ | $\checkmark$ | $\checkmark$ | $40 \div 10=4$ |
| $12 \div 3=$ | $\checkmark$ | $\checkmark$ | $12 \div 3=4$ |

Show your grouping on a number line.
(1) $24 \div 2=12$

(2)

$$
45 \div 5=\quad 9
$$


(3)

$$
80 \div 10=8
$$



With counters, cubes or dots in your book or on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem <br> out loud | Count out the total <br> number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $22 \div 2=\ldots$ |  |  | $22 \div 2=$ |
| $35 \div 5=\ldots$ |  |  |  |
| $40 \div 10=\ldots$ |  |  |  |
| $18 \div 3=$ |  |  |  |

Show your grouping on a number line.
(1)
$24 \div 2=$ $\qquad$
$\square$
(2)
$40 \div 5=$ $\qquad$


3
$21 \div 3=$ $\qquad$


With counters, cubes or dots on a whiteboard, use grouping to complete the division problems practically. $\checkmark$ Tick each step as you go.

| Read the division problem out loud | Count out the total number of counters | Group the counters | Record the answer |
| :---: | :---: | :---: | :---: |
| $22 \div 2=$ | $\checkmark$ | $\checkmark$ | $22 \div 2=\underline{11}$ |
| $35 \div 5=$ | $\checkmark$ | $\checkmark$ | $35 \div 5=7$ |
| $40 \div 10=$ | $\checkmark$ | $\checkmark$ | $40 \div 10=4$ |
| $18 \div 3=$ | $\checkmark$ | $\checkmark$ | $18 \div 3=6$ |

Show your grouping on a number line.
(1)
$24 \div 2=12$

(2)

$$
40 \div 5=8
$$


(3)

$$
21 \div 3=
$$



