

Division Day 1

Meaning of Division and Quotient/ Relationship with multiplication (*Door Bell Rang* by Pat Hatchins)

Lesson Target:

- Interpret the division situation and understand its representation and remainder.
- Represent the equation with division sign and equals sign

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	<p>Explain what multiplications mean to you.</p> <p>How do you find out the numbers of objects in each group or numbers of groups?</p>	
Explore/ Investigate/Solve	<p>Read a story <i>The Doorbell Rang</i> by Pat Hatchins</p> <p>Discuss about the situation.</p> <p>Write division notations in each page along with a story.</p> <p>Identify what each number represent in division</p> <ul style="list-style-type: none"> • Number of objects • Number of groups • Number of objects in each group <p>Discuss their understandings</p>	<p>Introduce the division notation</p> <p>Introduce a word, "quotient"</p>
Conclude	<p>Journal Entry:</p> <p>Division is useful when.....</p> <p>Division is represented by</p>	

Assessment: Circulate the room and check individually. Record in the anecdotal form.

- **Representation:** $12 \div 3 = 4$ $3 \times \square = 12$
- **Identify:** 12 as numbers of objects, 3 as numbers of groups, \square as objects in each group
- **Explain** the meaning of quotient.

Extension: Find the division situations in our life. Have a presentation.