

Chapter 2

Division

Students were introduced to the concept of division in *Primary Mathematics (Standards Edition) Grade 1*. This section is a review. The emphasis is on understanding the meaning of division. Students do not need to know division facts or find division facts from multiplication facts yet. Allow students to use pictures or manipulatives to solve all problems in this section.

The division symbol (\div) is introduced in this section.

Textbook p. 94 illustrates two kinds of division situations:

Sharing:

Start with a set of objects (12 balloons).

Make a given number of equal groups (3 groups).

Find the number of objects in each group (4 balloons).

Grouping:

Start with a set of objects (12 balloons).

Make equal groups of a given size (4 balloons in each group).

Find the number of groups made (3 groups).

Previously, students learned that addition and subtraction are associated with the part-whole concept. If we are given two parts, we can add to find the whole. If we are given the whole and a part, we can subtract to find the other part.

Multiplication and division are also associated with the part-whole concept. Instead of two different parts making a whole, a specified number of equal parts make the whole.

Given the number of equal parts and the number in each part, we can multiply to find the whole (total).

Given the whole and the number of parts, we can divide to find the number in each part (sharing).

Given the whole and the number in each part, we can divide to find the number of parts (grouping).

In *Primary Mathematics (Standards Edition) Grade 3*, students will be introduced to the term "unit" for the equal parts. At this level, they should understand that both multiplication and division are associated with equal parts.

