

# DIGITAL DIVISION

## Basic Division Fact Practice

CREATED BY SHELLEY GRAY

**FACT FAMILIES**  
Use each set of numbers to write a multiplication/division fact family.

**24, 8, 3**

$$\square \times \square = \square$$
$$\square \times \square = \square$$
$$\square \div \square = \square$$
$$\square \div \square = \square$$

**9, 36, 4**

$$\square \times \square = \square$$
$$\square \times \square = \square$$
$$\square \div \square = \square$$
$$\square \div \square = \square$$

**40, 5, 8**

$$\square \times \square = \square$$
$$\square \times \square = \square$$
$$\square \div \square = \square$$
$$\square \div \square = \square$$

**THINK FAST!**  
There are 24 hours in one day. Every 6 hours, there is a shift change at the factory. How many shift changes will there be in one day?

$$\square \div \square = \square$$

**HIGHLIGHT THE DIVISION SENTENCE**  
Find eight division sentences in the grid. Highlight each one with a highlighter strip.

20	2	10	5	90	9	10
2	64	8	40	4	3	1
10	8	15	8	0	2	8
24	8	3	0	4	3	4
6	5	3	4	1	2	
			8	6	3	

Use these highlighter strips.

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# About This Resource

This digital division resource is in Google Slides™ format, making it compatible with Google Classroom™. This resource is only intended for digital learning; there is no PDF document included.

# Curriculum and Skills

This division resource provides extensive practice with basic one-digit division facts to 100. Your students will use the relationship between multiplication and division, making equal groups, and arrays to practice division conceptually.

# What's Included?

There are **over 70 student slides** included in this resource. Here is a small sample of what you can expect to find:

Working with fact families and arrays to understand the relationship between multiplication and division  
(5 slides)

**FACT FAMILIES**  
Use each set of numbers to write a multiplication/division fact family.

15, 5, 3

$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

8, 56, 7

$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

42, 6, 7

$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

**ARRAYS**  
Write two division equations for each array.

Example:  
 $6 \div 2 = 3$   
 $6 \div 3 = 2$

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Making equal groups to understand the real meaning of division (8 slides)

**MAKING EQUAL GROUPS**  
Divide the blocks evenly into 4 groups.

How many blocks in all?  
How many groups?  
How many are in each group?

Use the circles and counters to represent  $16 \div 4$ .

$16 \div 4 = \square$

**MAKING EQUAL GROUPS**  
Divide the blocks evenly into 3 groups.

How many blocks in all?  
How many groups?  
How many are in each group?

Division practice for each divisor from 2-10 (9 slides)

**DIVIDING BY 5**  
Fill in the missing quotients.

$25 \div 5 = \square$        $30 \div 5 = \square$   
 $35 \div 5 = \square$        $45 \div 5 = \square$   
 $10 \div 5 = \square$   
 $50 \div 5 = \square$   
 $15 \div 5 = \square$

Explain how you solved  $50 \div 5$ .

**DIVIDING BY 4**  
Fill in the missing quotients.

$40 \div 4 = \square$        $36 \div 4 = \square$   
 $20 \div 4 = \square$        $8 \div 4 = \square$   
 $4 \div 4 = \square$        $32 \div 4 = \square$   
 $12 \div 4 = \square$        $24 \div 4 = \square$   
 $28 \div 4 = \square$        $16 \div 4 = \square$

Explain how you solved  $24 \div 4$ .

Divisibility sorts  
(8 slides)

**SORT THE NUMBERS**  
Sort the numbers into the correct category.

**DIVISIBLE BY 6**      **NOT DIVISIBLE BY 6**

**SORT THE NUMBERS**  
Sort the numbers into the correct category.

**DIVISIBLE BY 4**      **NOT DIVISIBLE BY 4**

9 18  
24 16  
12 14  
20 27  
31 8  
22 36

True or false activities  
and quotient sorts  
(4 slides)

**TRUE OR FALSE**  
Sort the facts into the correct category.

**TRUE**      **FALSE**

**TRUE OR FALSE**  
Sort the facts into the correct category.

**TRUE**      **FALSE**

$81 \div 9 = 9$   
 $21 \div 4 = 4$   
 $58 \div 8 = 7$

$45 \div 9 = 6$   
 $72 \div 9 = 8$   
 $20 \div 5 = 5$   
 $36 \div 4 = 9$   
 $16 \div 4 = 4$   
 $40 \div 4 = 10$   
 $35 \div 5 = 7$   
 $14 \div 7 = 2$   
 $26 \div 4 = 7$

Missing numbers  
activities  
(3 slides)

**MISSING NUMBERS**  
Fill in the missing numbers.

$\square \div 3 = 8$        $\square \div 7 = 4$   
 $32 \div \square = 8$        $\square \div \square = \square$   
 $60 \div \square = 10$        $81 \div \square = 9$   
 $\square \div 2 = 9$        $\square \div \square = \square$   
 $63 \div \square = 7$        $30 \div \square = 6$   
 $16 \div \square = 4$        $49 \div \square = 7$

**MISSING NUMBERS**  
Fill in the missing numbers.

$70 \div \square = 10$        $10 \div \square = 2$   
 $\square \div 5 = 5$        $12 \div \square = 3$   
 $\square \div 7 = 2$        $\square \div 8 = 8$   
 $18 \div \square = 6$        $16 \div \square = 2$   
 $20 \div \square = 4$        $36 \div \square = 6$   
 $\square \div 3 = 7$        $\square \div 8 = 5$



Relating multiplication expressions to division expressions and working with bar models (3 slides)

### BAR MODELS

What does each bar model represent?

$14$   
 $7 \quad 7$

$18$   
 $6 \quad 6 \quad 6$

$32$   
 $8 \quad 8 \quad 8 \quad 8$

$20$   
 $10 \quad 10$

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### MULTIPLICATION AND DIVISION

Match each division equation to its related multiplication equation.

<input type="text"/>	<input type="text"/>	$8 \times 8 = 64$	$35 \div 7 = 5$
<input type="text"/>	<input type="text"/>	$5 \times 7 = 35$	$50 \div 10 = 5$
<input type="text"/>	<input type="text"/>	$2 \times 5 = 10$	$64 \div 8 = 8$
<input type="text"/>	<input type="text"/>	$4 \times 5 = 20$	$20 \div 5 = 4$
<input type="text"/>	<input type="text"/>	$5 \times 10 = 50$	$10 \div 5 = 2$
<input type="text"/>	<input type="text"/>		

Drag the equations.

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### MULTIPLICATION AND DIVISION

Match each division equation to its related multiplication equation.

<input type="text"/>	<input type="text"/>	$3 \times 5 = 15$	$18 \div 9 = 2$
<input type="text"/>	<input type="text"/>	$2 \times 9 = 18$	$24 \div 8 = 3$
<input type="text"/>	<input type="text"/>	$7 \times 8 = 56$	$9 \div 3 = 3$
<input type="text"/>	<input type="text"/>	$3 \times 3 = 9$	$56 \div 8 = 7$
<input type="text"/>	<input type="text"/>	$3 \times 8 = 24$	$15 \div 5 = 3$
<input type="text"/>	<input type="text"/>		

Drag the equations.

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Comparing using greater than, less than, and equal (3 slides)

### COMPARING EXPRESSIONS < > =

Use the greater than, less than, or equal sign to compare each expression.

$25 \div 5$    $24 \div 6$   
 $16 \div 2$    $15 \div 5$   
 $40 \div 8$    $70 \div 7$   
 $18 \div 3$    $30 \div 5$   
 $50 \div 5$    $27 \div 3$   
 $4 \div 2$    $8 \div 4$

Write two division equations that have a quotient between 4 and 6.

$\# \div \# = \#$

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### COMPARING EXPRESSIONS < > =

Use the greater than, less than, or equal sign to compare each expression.

$16 \div 2$    $14 \div 7$   
 $25 \div 5$    $72 \div 9$   
 $30 \div 10$    $24 \div 8$   
 $40 \div 5$    $16 \div 2$   
 $9 \div 10$    $4 \div 2$   
 $18 \div 2$    $5 \div 1$

Write two division equations that have a quotient between 2 and 4.

$\# \div \# = \#$

$\# \div \# = \#$

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“What Do You Wonder” activities to get kids asking questions that could be solved with division (2 slides)

### WHAT DO YOU WONDER?

When we divide, we use the information we have to solve a problem that we are wondering about. What might you wonder about in each of these scenarios?

**There are 12 muffins in a pan. There are 4 people in the family.**  
I wonder how many muffins each person will get.

**You have 30 carrot seeds and can fit 6 seeds in each row.**  
I wonder \_\_\_\_\_

**80 logs are stacked in 10 equal piles.**  
I wonder \_\_\_\_\_


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**Sam has been walking for 24 minutes. It takes 3 minutes to walk 1 block.**  
I wonder \_\_\_\_\_

**A mother bird brings 10 worms to her 5 babies. They share the worms equally.**  
I wonder \_\_\_\_\_

**90 kids are being split up into 9 groups for track and field day.**  
I wonder \_\_\_\_\_

**One pan of brownies is enough for 6 people. There are 12 brownies on one pan.**  
I wonder \_\_\_\_\_



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Modelling division problems (9 slides)

### MODEL THE DIVISION PROBLEM

In one watermelon, there are 20 pieces. If the watermelon is shared evenly between 5 people, how many pieces will each person get?

\_\_\_\_\_

\_\_\_\_\_

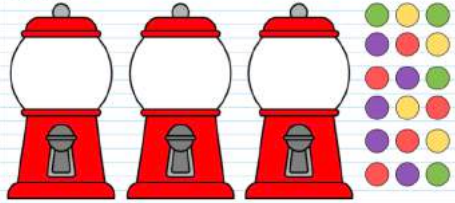
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### MODEL THE DIVISION PROBLEM

There are 18 gumballs in all. The gumballs are divided evenly into 3 different gumball machines. How many gumballs are in each machine?




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### MODEL THE DIVISION PROBLEM

Alex is dividing up bingo chips for a game with three of his friends. He has 24 bingo chips in all. How many will each person get?




division equation:  ÷  =

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### MODEL THE DIVISION PROBLEM

One dozen muffins are packaged into 4 boxes. How many muffins will be in each box?



Write a division equation:  ÷  =

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# Problem-solving activities (8 slides)

**SOLVE THE PROBLEM**

In one basket, there are 12 strawberries. Mike has 2 baskets of strawberries. He will divide them up evenly between four members of his family. How many strawberries will each person get?

Type your answer here.

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**SOLVE THE PROBLEM**

It's moving day for the Jenkins family! They have 30 boxes left to unload. If they can carry 3 boxes per minute, how long will it take to unload the rest of the boxes?

Type your answer here.

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**SOLVE THE PROBLEM**

Raj is building a treehouse and needs 5 screws for every board. He had 50 screws but lost 5 of them. How many boards will he be able to screw into place before he needs to buy more screws?

Type your answer here.

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**SOLVE THE PROBLEM**

Jeff is planting four rows of trees. He has 32 trees to plant in all. If he wants each row to have the same number of trees, how many should he plant in each row?

Type your answer here.

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# "Think About It" activities (4 slides)

**THINK ABOUT IT...**

How are multiplication and division alike? How are they different?

ALIKE:

DIFFERENT:

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**THINK ABOUT IT...**

How can you use multiplication to help you solve a division problem?

EXPLAIN:

GIVE AN EXAMPLE:

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**THINK ABOUT IT...**

Give two examples of where you might use division in real life.

EXAMPLE #1:

EXAMPLE #2:

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