

Get Up and Move!

Introductory

Division

Gallery Walk

a gallery walk for facts to $25 \div 5$

INTRODUCTORY DIVISION GALLERY WALK

Draw a picture that
represents this equation

$$16 \div 4 = 4$$

INTRODUCTORY DIVISION GALLERY WALK

Fill in the missing numbers:

a) $25 \div \underline{\quad} = 5$

b) $\underline{\quad} \div 2 = 4$

c) $9 \div 3 = \underline{\quad}$

d) $15 \div \underline{\quad} = \underline{\quad}$

Card #7

Integrate
kinesthetic
learning with
essential
division skills!

Created by Shelley Gray

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by Shelley Gray

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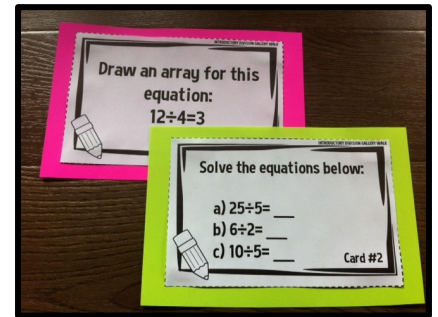


About this Resource

A gallery walk is a fantastic way to get students up and moving around the room, while completing curriculum-related tasks that will reinforce their knowledge.

In order to set up your gallery walk:

- Print the gallery walk cards and laminate them to ensure that they last for years to come. Before laminating you may choose to mount the cards on colored paper as shown in the picture to the right.
- Mount the cards around the classroom on walls, bookshelves, etc. Try to space the cards out so that no two are too close together.
- Copy and distribute recording sheets to each student. Each student should also have a clipboard or other hard surface to write on. Alternatively, students may record the answers in their math notebooks.
- Have students move around the classroom, answering the questions from each card on their recording sheets.



Before beginning your gallery walk, it is important to set expectations for behavior. This will eliminate classroom management issues and allow the activity to be fun and engaging for all. The expectations that I personally use are:

- No more than 2-3 students at one card at a time (if there are more than this number of people, find a new card).**
- Walking only**
- Voice levels need to be kept at a Level 1. This should be mostly a quiet activity (unless you are wanting to encourage discussion between students).**

Remember to also set consequences for students who choose not to follow the expectations. The easiest thing to do is not allow the student to participate anymore. No one wants to sit out while the others are up and moving around!

If you do not want to try the gallery walk idea, these can also be used as task cards at a learning center. However, I encourage you to try the gallery walk first. In past experiences I have found that all of my students were highly engaged, especially those students with a need for kinesthetic learning and movement. Good luck!

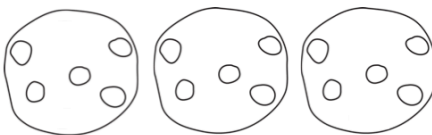
~Shelley

This resource includes...

twenty-five gallery walk cards that will reinforce basic division skills to $25 \div 5$ in your classroom!

INTRODUCTORY DIVISION GALLERY WALK


Which division equation do these chocolate chip cookies represent?



Card #3

INTRODUCTORY DIVISION GALLERY WALK

Look at the array below. Write two division equations that it represents.



Card #9

INTRODUCTORY DIVISION GALLERY WALK

Which division equation represents the greatest quotient?

a) $20 \div 4$
b) $16 \div 4$

Card #11

INTRODUCTORY DIVISION GALLERY WALK

Write a story problem for this equation:

$4 \div 1 = 4$

Card #11

INTRODUCTORY DIVISION GALLERY WALK

Look at the array below to create three division equations. The quotient does not appear in the array.

5	5	4
6	10	20

Card #10

INTRODUCTORY DIVISION GALLERY WALK

Look at the multiplication equations below. Complete the fact family with two division equations.

• $3 \times 5 = 15$	• $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
• $5 \times 3 = 15$	• $\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Card #12

Plus recording sheets and an answer key!

A gallery walk is an engaging way to integrate hands-on learning into your classroom!