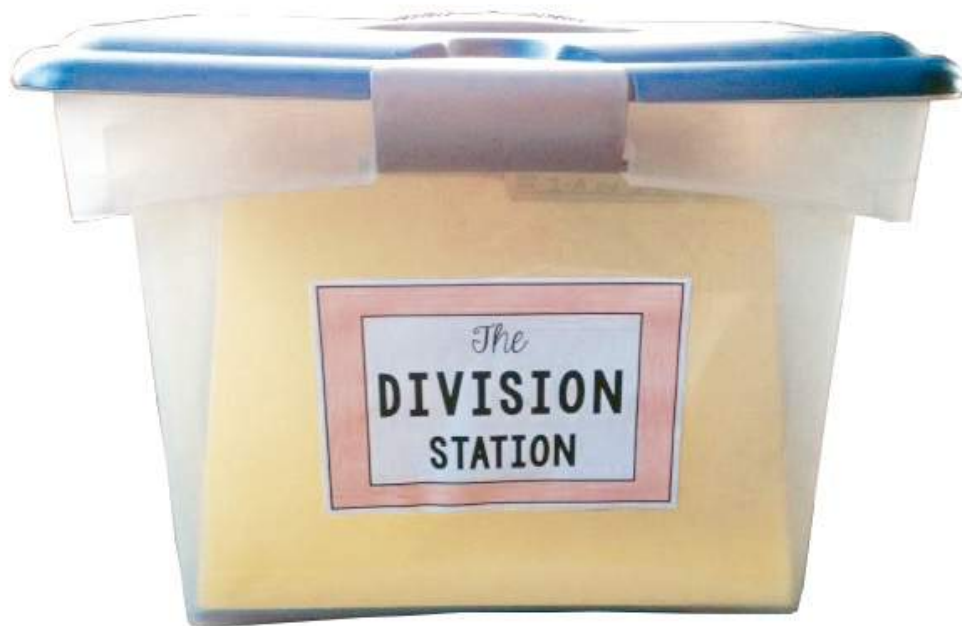


THE

# Division

STATION

A *self-paced, strategic* program for the basic division facts, using mental math strategies



CREATED BY

*Shelley Gray*

Division is a tough topic to teach. I don't know about you, but I tend to focus on addition, subtraction, and multiplication, and division can sometimes get left behind. However, it is an essential skill that needs to be taught. Students MUST know their basic division facts before they are expected to perform long division and other, more difficult, skills.

After communicating with hundreds of teachers about basic operations in general, I hear a lot of the same major concerns over and over and over again. I bet that you can relate to at least one of these:

“I have trouble teaching to all the different levels in my classroom. I have students at all different ability levels and I just can't find an efficient way to teach to all of them.”

“I can't seem to find the time to keep teaching and practicing basic facts throughout the year. I need to focus on other math concepts, but I feel like basic facts should be reinforced throughout the year as well. I can't seem to do everything.”

“My students struggle with basic fact recall, no matter how much time I spend teaching the facts. Their lack of number sense understanding makes it difficult.”

“My students struggle with the relationship between multiplication and division. How can I help them understand this better?”

I can help you.

In 2012 I released the popular [Multiplication Station](#), something that I had developed and used since my very first year teaching. After its release, I had literally hundreds of requests for other versions including Division, that implemented the same engaging, student-centered approach.

I am very excited to introduce you to The Division Station.

The Division Station integrates simple principles of *student engagement* including power, fun and choice. These basic principles will *engage*, *motivate*, and *ensure* *SUCCESS* for all learners in your classroom.

Do your students struggle with the basic division facts? Do you struggle to meet the needs of all of your students and ensure that each person is appropriately challenged? Do you want to teach more strategically to target your students more effectively? This is going to be the solution that you have been looking for.

*So, how does it work?*

Well, it's really quite simple. Students work through a series of division activities for each level. They complete the activities, self-check using the prepared answer keys, and keep track of their progress using their personal tracker. At the end of each level, the student asks the teacher for a quick, informal oral quiz. If he knows his facts/strategies, he moves to the next level. If not, he simply practices a bit more until he feels ready. There are no negative consequences.

This process is entirely student-run. It is a beautiful thing to sit back and watch your students "*running the show.*" After the first week of this program, you will notice your role switching from that of teacher to that of facilitator.

Why do students love this approach so much? It's easy: they have *power!* They have *freedom!* They are truly *in control* of their own learning. And THAT results in highly motivated students who love to learn.

Add to that an effective order of teaching the facts that really makes practical sense, and you will have students who feel *smart, successful* and *engaged.* It's just that simple. Your students are going to love this.



You are going to be noticing some pretty big changes within your math instruction once you start using this resource:

- ✓ Your teaching will become more effective, as you teach in a practical order where the easiest facts are learned first.
- ✓ Your teaching will become strategic. Finally! An organized, effective way to focus on division. The work is done for you.
- ✓ The amount of marking that you have to do will decrease, as students are responsible for their own assessment. (Of course you'll be doing observational assessment throughout, but you will be doing NO marking.)
- ✓ Once you prepare the Division Station, it can be used for at least a couple of months – that's one less center that you need to worry about!
- ✓ Your students will become reflective as they develop metacognition.
- ✓ Your students will become motivated mathematicians. Finally, they can all work to a level that is appropriate for themselves.
- ✓ Your students will experience success on a regular basis, as a result of working to a level that is appropriate.
- ✓ Your math class will become student-centered. Your students are truly in control of their own learning.

*This resource includes:*

- ✓ **strategic, progressive** division activities for each set of facts; each set of facts is first isolated and then integrated with previous facts to result in maximum understanding and mastery
- ✓ easy-to-understand instruction for each set of division facts
- ✓ answer keys
- ✓ an accompanying video to help you prepare and understand your Division Station (I want to support you the best I can!)
- ✓ clear set-up instructions
- ✓ parent resources and home practice charts
- ✓ classroom posters
- ✓ student and teacher assessment trackers
- ✓ Division Passports
- ✓ Supplementary Activities for students to use once they have completed the Division Station

Even if you don't want to do this self-paced program as it is presented, these resources will be invaluable to your math instruction.

Below is a small sample of the types of activities that are included. With this download you will also receive a wide variety of other activities, including parent support resources, assessment trackers, and center/station activities. I've also included Supplementary Activities that you can use to supplement your Division instruction throughout the year.

Teacher support is very important to me and I do everything possible to guide you through the process of creating your own Division Station. Within the document you will find checklists, set-up guides, as well as a support video to guide you through the set-up process.

**Solve the Division Equations** 2-D

Fill in the missing unknowns.

$10 \div 2 = \underline{\quad}$      $\underline{\quad} \div 2 = 9$      $2 \div 2 = \underline{\quad}$

$16 \div 2 = \underline{\quad}$      $\underline{\quad} \div 2 = 12$      $\underline{\quad} \div 2 = 4$

$\underline{\quad} \div 2 = 2$      $6 \div 2 = \underline{\quad}$      $\underline{\quad} \div 2 = 7$

$22 \div \underline{\quad} = 11$      $12 \div \underline{\quad} = 2$      $20 \div 2 = \underline{\quad}$

Complete the division wheel. Write the quotients.

**Dividing Into 2 Equal Groups** 2-B

When we divide, we split sets of items into **equal groups**. Let's divide sets into TWO equal groups.

Divide these paper clips into 2 equal groups.

How many are in each group? \_\_\_\_\_

So,  $10 \div 2 = \underline{\quad}$

Divide these scissors into 2 equal groups.

How many are in each group? \_\_\_\_\_

So,  $12 \div 2 = \underline{\quad}$

**Arrays and Fact Families** 5-D

Write two division equations for each set of tally marks.

$30 \div 5 = 6$     Total of 30  $\div$  5 in each group = 6 groups

$30 \div 6 = 5$     Total of 30  $\div$  6 groups = 5 in each group

$6 \times 5 = 30$     Total  $\times$  number in each group = number of groups

$5 \times 6 = 30$     Total  $\times$  number of groups = number in each group

**Dividing By 10: Crossword Puzzle** 10-D

**Across**

1. 60 divided by 10

2. 70 divided by 10

3. 80 divided by 10

4. 90 divided by 10

5. 100 divided by 10

**Down**

1. 10 divided by 10

2. 20 divided by 10

3. 30 divided by 10

4. 40 divided by 10

5. 50 divided by 10

**Sorting the 6's Facts** 6-D

Sort the equations into the two boxes below.

$30 \div 6$	$12 \div 2$	$99 \div 9$	$24 \div 6$
$18 \div 3$	$12 \div 6$	$42 \div 6$	$6 \div 1$
$54 \div 6$	$66 \div 6$	$42 \div 7$	$18 \div 6$
$6 \div 6$	$24 \div 4$	$60 \div 6$	$48 \div 8$
$72 \div 6$	$36 \div 6$	$30 \div 5$	$48 \div 6$

Equations with **ODD** quotients:

Equations with **EVEN** quotients:

**Putting It All Together** 11-E

Let's practice all of the division facts that you've learned so far! First, let's complete the multiplication table. Remember that multiplication facts are SO important for division!

$\times$	1	2	3	4	5	6	7	8	9	10	11	12
1												
2		8										24
5					30							
10	10											
11											66	

Compare the equations. Write a greater than (>), less than (<), or equal sign (=) in each box.

$12 \div 2$    $50 \div 10$      $120 \div 10$    $16 \div 8$      $70 \div 10$    $35 \div 5$

$55 \div 11$    $25 \div 5$      $132 \div 12$    $44 \div 11$      $45 \div 5$    $90 \div 9$

$100 \div 10$    $14 \div 2$      $30 \div 5$    $30 \div 10$      $22 \div 2$    $121 \div 11$

$30 \div 3$    $90 \div 9$      $20 \div 2$    $110 \div 11$      $18 \div 9$    $20 \div 10$

**Putting It All Together: Cut-and-Paste** 9-G

Paste each quotient beside the equation.

$72 \div 9 = \square$	$30 \div 5 = \square$	$70 \div 10 = \square$
$20 \div 4 = \square$	$40 \div 4 = \square$	$18 \div 9 = \square$
$81 \div 9 = \square$	$45 \div 5 = \square$	$120 \div 12 = \square$
$24 \div 2 = \square$	$90 \div 9 = \square$	$16 \div 8 = \square$

**9 NINE**

**Multiplication/ Division Fact Families** 8-D

Fill in each factor tree. Then write two multiplication equations and two division equations for each set of numbers.

32	16
4	2
72	80
9	10

**Let's Reflect**

Division is \_\_\_\_\_

For me, the hardest thing about learning division was \_\_\_\_\_

One example of where I might use division in the real world is \_\_\_\_\_

Sometimes, division is easy. For example, \_\_\_\_\_

Something that I still need to practice is \_\_\_\_\_

Write down some division equations that you know really well. Circle the ones that you can solve within 2 seconds!

**Dividing By 12 On a Number Line** 12-D

We know that we can skip-count (backwards by 12s) to find the quotient for  $96 \div 12$ . Start at 96. Jump backwards until you get to 0. How many jumps?

Use the number line to solve the equations.

$72 \div 12 = \underline{\quad}$	$60 \div 12 = \underline{\quad}$	$36 \div 12 = \underline{\quad}$
$12 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$	$144 \div 12 = \underline{\quad}$
$120 \div 12 = \underline{\quad}$	$24 \div 12 = \underline{\quad}$	$96 \div 12 = \underline{\quad}$
$84 \div 12 = \underline{\quad}$	$132 \div 12 = \underline{\quad}$	$48 \div 12 = \underline{\quad}$

All the bake sales, cookies are being sold by the dozen. Each dozen costs \$4.00. Altogether, the cookie sales totaled \$48.00. How many dozen cookies were sold?

1 year = 12 months. How many years are there in 60 months?

**Let's Divide**

Use the division strategies that you know to find the quotients. Then shade each box according to the key below.

**If the quotient is:**

1, 2, or 3 – shade the box blue

4, 5, or 6 – shade the box orange

7, 8, or 9 – shade the box purple

10, 11, or 12 – shade the box red

$40 \div 4$	$35 \div 7$	$21 \div 3$
$72 \div 9$	$60 \div 5$	$48 \div 4$
$6 \div 2$	$12 \div 3$	$27 \div 3$
$33 \div 3$	$100 \div 10$	$36 \div 6$
$64 \div 8$	$30 \div 5$	$18 \div 2$
$24 \div 4$	$99 \div 11$	$24 \div 2$

Teaching multiplication? See The Multiplication Station here:

<https://www.teacherspayteachers.com/Product/The-Multiplication-Station-A-Self-Paced-Program-for-Basic-Multiplication-Facts-198216>