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## Students Thinking on Division

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Examine the following students' techniques for dividing whole numbers. Make sense of their process.

<i>Doug</i>	<i>Nancy</i>	<i>Madelaine</i>
$\begin{array}{r} 137 \text{ r } 4 \\ 5 \overline{)689} \\ - 500 \\ \hline 189 \\ 50 \\ \hline 139 \\ 50 \\ \hline 89 \\ 50 \\ \hline 39 \\ 35 \\ \hline 4 \end{array}$	$\begin{array}{r} 137 \text{ r } 4 \\ 5 \overline{)689} \\ 5 \\ \hline 18 \\ 15 \\ \hline 39 \\ 35 \\ \hline 4 \end{array}$	$\begin{array}{l} 500 \div 5 = 100 \\ 100 \div 5 = 20 \\ 50 \div 5 = 10 \\ 30 \div 5 = 6 \\ \hline 9 \div 5 = 1 \text{ r } 4 \\ \hline 689 \div 5 = 137 \text{ r } 4 \end{array}$

Use each students' technique to calculate  $1382 \div 8$ .

How might you help each student use their technique to calculate  $23,821 \div 37$ ?