Slide 1:
How do you *think of* and *see* the solution to a division problem such as 8 ÷ 2?

Slide 3:
How would you show/model the solution for 8 ÷ 2 using a number line?

Slide 5:
Let's re-call the parts of a division problem…

$$8 \div 2 = 4$$

Dividend   Divisor   Quotient

Can you relate each of the above *parts to actions* you performed on the number line?

Slide 7:
Can you extend the use of a number line to show/model the division of two integers (+8) ÷ (+2)?

Slide 9:
Let's review your number line solution for the integer division problem (+8) ÷ (+2) = +4

How does each integer in your problem describe your movements on the number line?

Slide 11:
Can you describe your movement on a number line for the integer division problem (−8) ÷ (−2)?

Slide 13:
Can you demonstrate your movement on a number line for the integer division problem (−8) ÷ (−2)?

Slide 15:
Compare your number line solutions for (+8) ÷ (+2) and (−8) ÷ (−2).

How are the solutions similar?

How are the solutions different?

Slide 17:
Can you describe your movement on a number line for the integer division problem (−8) ÷ (+2)?

Slide 19:
Can you demonstrate your movement on a number line for the integer division problem (−8) ÷ (+2)?

Slide 21:
Can you describe your movement on a number line for the integer division problem (+8) ÷ (−2)?

Slide 23:
Can you demonstrate your movement on a number line for the integer division problem (+8) ÷ (−2)?

Slide 25:
Compare your number line solutions for (−8) ÷ (+2) and (+8) ÷ (−2).

How are the solutions similar?

How are the solutions different?

☑ I can describe how I think of and see the solution to a division problem

☑ I can model an integer division problem using a number line

☑ I can relate the terms dividend, divisor and quotient to actions/movement on a number line

☑ I can explain my solution path for solving integer division problems using a number line

☑ I can explain how I determine the integer sign on the quotient when solving using a number line

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