

## Lesson 10: Dividing a 2-digit number by a 1-digit number (I)

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1. a) 22                      There are 22 cakes on each plate.  
b)  $11; 60 \div 6 = 10, 6 \div 6 = 1$

2. a)  $64 \div 2 = 32; 60 \div 2 = 30; 4 \div 2 = 2$   
b)  $69 \div 3 = 23; 60 \div 3 = 20; 9 \div 3 = 3$

3. a)  $46 \div 2 = 23;$



- b)  $48 \div 4 = 12;$



- c)  $77 \div 7 = 11$

- d)  $93 \div 3 = 31$

4. Explanations may vary; for example:  
Lexi is correct in saying that  $8 \div 4 = 2$  and  $4 \div 4 = 1$ , but she is working out  $84 \div 4$  and needs to remember that the 8 represents 8 tens and that dividing this by 4 gives 2 tens, i.e.  $80 \div 4 = 20$  and  $4 \div 4 = 1$ , so  $84 \div 4 = 20 + 1 = 21$ .
5. a) 10; 11; 12; 13  
b) 21; 22; 23; 24
6. Explanations may vary, but should reference that both are correct. Jamilla is using halving and Olivia is using multiplication facts.  $68 = 60 + 8$  and so halving gives  $30$  (3 tens)  $+ 4 = 34$ .  $30 \times 2 = 60$  and  $4 \times 2 = 8$  so  $34 \times 2 = 68$ .
7. Explanations may vary; for example:  
Dividing the same number (48) into a larger number of groups will give a smaller answer.  
 $48 \div 4 = 12, 48 \div 2 = 24$

### Reflect

Methods will vary; for example:  
26 is  $20 + 6$ . Half of 20 is 10 and half of 6 is 3. Adding these together gives 13. This could be shown with a part-whole model or counters in a diagram.