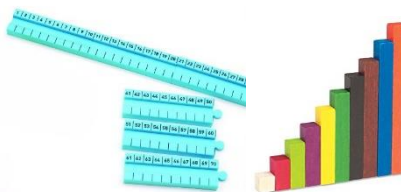


# Stage 2 – Division

## Cuisenaire Rods

Using these rods to divide is very simple. Each rod has a numerical value 1-10. Children should be familiar with the method using these to multiply before moving onto using them for division. This method relies heavily on repeated subtraction and grouping as the focus.

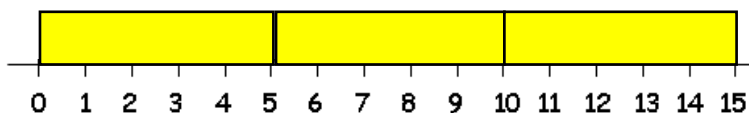


$$15 \div 5 =$$

Step 1: Discuss which number they are dividing by and how they know which number rod to choose.

Step 2: Place the rods on the track until they reach the number they were dividing.

Step 3: Count how many rods are on the track – discuss how many groups of 5 did we need to reach 15? What is 15 divided by 5? Show how we could also count in groups of 5 to get to 15 verbally.



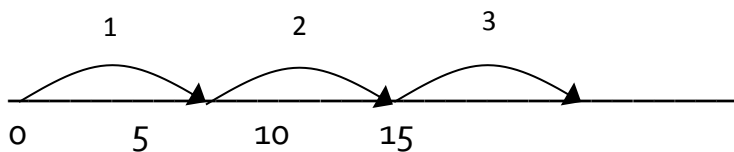
Following from the practical method, children should be taught to record their answer using a written number line. This should only be completed when children are confident using the practical method.

$$15 \div 5 = 3$$

Step 1: Draw an empty number line.



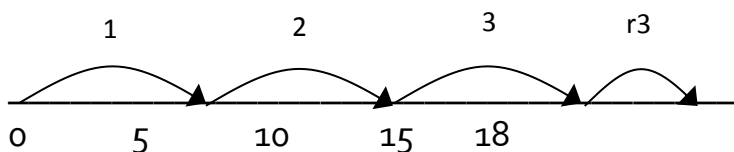
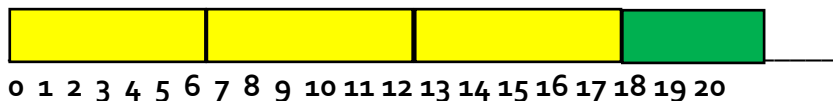
Step 2: What are you counting in groups of? What do you need to count up to? Draw each group on the number line, numbering them until you get to the starting number.



Step 3: Count how many groups you have altogether. This is your answer.

Remainders can be introduced when children are confidently using this method. This again should be using the concrete resources.

$$18 \div 5 = 3 \text{ r } 3$$



## Vocabulary

Number  
 Numeral  
 Division  
 Divided by  
 Sharing  
 Grouping  
 Halving  
 Number pattern  
 Divided into  
 Share equally  
 Left over  
 Equal groups of  
 Division fact